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Pattern Establishment of Open Innovation in Education with Meta-Synthesis Approach

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Extended Abstract

Abstract

In knowledge-based countries, many governments support innovative educational activities aimed at increasing the power of future national competition, and educational policies and, in the end, schools, in order to innovate and play their efficient role, require the transformation of all aspects and factors of internal organization and outsourcing. The purpose of this research is to design an open innovation innovation model in educational system. Accordingly, the researchers have done a thorough and in-depth review of the subject using the Meta-synthesis method and combined the findings of relevant qualitative research. Therefore, Hence, 197 published researches of internal databases and publications (Noor specialized journals database, University Jihad Scientific Information Center database and comprehensive humanities portal) and foreign (Science Direct, Google Scholar and EBSCO) in the field of open innovation during 1975 - 2019 evaluation and at the end of 95 studies were selected and relevant dimensions and codes were extracted and the importance and priority of each were determined using Shannon entropy. According to the results of the research, the categories of facilitating factors, internal culture, internal structure, curriculum innovation and macro policies

were ranked one to five, respectively. In the end, after the research steps, the model of the establishment of open innovation in education was designed in a systematic way (input, change and output) and the importance of open innovation for the educational sector was demonstrated.

Introduction

Today, the open innovation paradigm invites organizations to take advantage of outside ideas and technologies in their activities and allow other organizations to benefit from their innovative ideas. Contrary to the prevailing notion that open innovation is conceived as a one-way flow, the full form of open innovation occurs when the two-way flow of activities occurs simultaneously. From the scientific point of view, open innovation is the field of fledgling research. That research is due to having multiple, very complex odors and, in principle, a multilevel phenomenon consisting of dynamic elements. In the past, the open innovation process has been dependent on intra-organizational intellectual resources and efforts to develop and commercialize them within the organization. The face of today's world implies the need to apply new processes to different systems. The most important system in place to realize the aspirations of each country is the education system, which is seen as an indispensable asset in the pursuit of development goals. So, too, does the system's mirror look at the way its educational systems operate, such as schools? Turning the current education system into an efficient, effective and effective education is just as important, but it also requires a widespread social transformation and indeed a change in the way a society views education. Certainly, education is more than any other organization responsible for fostering creativity, innovation and creativity, as it is the foundation of individuals' personalities and perspectives, and if the education institution in this way carries out the standard effort and expectation, expecting innovation in society will be easier. On the other hand, the education system also has traditional elements and factors that may not be eradicated by stagnation, and has instituted entirely new systems or elements, including entirely new programs and methods. But the system's ability to deploy open innovation can be enhanced. To this end, innovation in education needs to follow the changing world, solve educational problems and continually change its structure. Today, almost everyone who seeks development and reform begins education everywhere in the world. In a knowledge-based country, governments strongly support innovative educational and creative education activities aimed at enhancing the future competitiveness and development of their knowledge economy. One of the problems in the education system in different countries, including our country, is the lack of attention to innovation in the education system. An examination of the evolution of Iran's new education system shows

that the social adaptation of innovations in the restructuring and reform of this system has not been taken into account, and most of the innovations have been imposed on the body of the educational system in a circular and grammatical way. As if innovation is a piece of a mechanical device that is easily replaced by a worn-out piece. The over-emphasis on the textbook system of education through the direct relationship between teacher and student has neglected other aspects of education and how to establish innovative plans and open innovation in the body of the education system and their access to schools and classrooms. Lesson, less attention. At the same time, while documenting the fundamental transformation of education in Perspective 1404, it is one of the characteristics of Iranian schools. Therefore, efforts to reform Iran's education and pay particular attention to the factors and dimensions that drive innovation in its structure are essential. Making any changes to the subject requires qualitative and interdisciplinary educational research. In this regard, the present study attempts to present the components and dimensions that influence the successful implementation of open innovation in a coherent model, for use in the country's education system, so that it may be used to paint a more accurate perspective on the future of education and training. The Iranian culture used to. According to the above, in this paper, by choosing the total reward model, we are going to answer the following question: What is the pattern of deploying open innovation in education?

Case study

This research has been carried out in scientific articles and references have been reviewed. Therefore, the statistical population of 197 research published from 1975 to 2019 is from scientific sites Scopus, Elsevier, Taylor Francis, Emerald and SED in the field of innovation, open innovation, entrepreneurship and creativity in education, This was a sample of 95 open innovation research in education using a targeted approach.

Materials and Methods

The method of this research is qualitative using Meta-synthesis. Meta-synthesis is one of a variety of extracurricular methods. Meta-synthesis, a comprehensive review of qualitative literature is not the subject. Also, it is not the analysis of secondary data and primary data from selected studies, but the analysis of the findings of these studies. In this study, Atlas Tie and SPSS software were used for research and ranking coding. In order to evaluate the validity of the studies used in this study, a critical Glynn instrument was used to evaluate all applied research projects. The reliability of the codes extracted from the findings of the studies was assessed by obtaining the views and approval of a number of educational and entrepreneurial (innovation) experts on the codes.

In this study, Sandlowski and Barroso's (2006) seven-step transversal method is used.

Discussion and Results

The proposed research model consists of three levels (input, output and output). The findings of this study, based on the analysis of open innovation research, show that in order to deploy open innovation in the education system, one should pay more attention to the categories of facilitating factors, internal culture, internal structure, innovation and macro policies. Given these results, the management and leadership style of schools and the remuneration system, compensation and productivity of principals and teachers, are the first priority facilitating factors. Because if managers' leadership style does not support open innovation, innovation growth will stop or stop. In this regard, it is important not only to support managers in open innovation, but also to encourage managers and teachers in open innovation. The second priority is internal culture. According to the first priority, managers' support for open innovation leads to internal culture leading to innovation. As such, innovative and creative culture is emerging in the organization and collaboration and communication between teachers and students is changing. In this regard, the organizational structure also changes and becomes a structure supporting open innovation. Programs and policies for deploying open innovation in education can be predicted and implemented through a systematic analysis of open innovation in education. Studies in this area and extraction of 29 codes identified important dimensions of open innovation in education.

Keywords: innovation, open innovation, education, Meta-synthesis