

Educational Innovation: new approaches and evaluation methods

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Title

Educational Innovation: new approaches and evaluation methods.

Session Chair(s):

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Titles of each session paper,

1-María Vaquero Diego (ESIC University) : Technology with purpose, Know the Emotional Competencies of teachers and students Why is it necessary?

2-Ernani Vassoler Samuel Schnorr (University of São Paulo) : Innovation and risk in social complexity and the science education role

3-Carlos Gimenez (ESIC University):Happiness at work. Ethics and more.

4-Francisco Javier Sastre Segovia (ESIC University): Ética y futuro en las escuelas de negocio.

5-María Botey Fullat (ESIC University):Different approaches to education research

Declaration:

Each presenter has agreed to register for the conference and to present the paper, if the proposal is accepted; and none of the papers has been submitted to other conference tracks, and none have previously been presented at EMAC.

Abstract

This special session presents a line of research that has been put together by ESIC Research GROUP (Research Group: Ethics, Marketing and Innovation in the Knowledge Society) and Núcleo de Pesquisas em Inovacao Curricular (NUPIC) of the University of Sao Paulo (Brazil).

The general objective is to provide a vision of the importance of knowing the new approaches of the educational community from the point of view of innovation in educational organisations, taking into account approaches such as ethics in education, risk in the field of teaching, emotional competences and the concept of happiness in organisations, without forgetting the process so that these approaches can be analysed with appropriate instruments.

In the multiple demands that are made in the school of the 21st century and going through the situation of global change due to the health crisis, we find a certain optimistic perception towards the acceptance of technologies for learning (Briz-Ponce; García-Peñalvo, 2015).

The 5 papers that give meaning to this special session are shown below:

PAPER 1- Technology with purpose, Knowing the emotional competences of teachers and students Why is it necessary?

In recent times and during the academic year 2019-2020 there has been a historic event, which has crossed borders and caused global changes, the home confinement caused by the SARS-CoV-2 virus, which causes covid-19 has

caused more than 1.5 billion people worldwide to isolate themselves from their schools and as a result teaching shifted to remote modalities (Ayers et al., 2020).

The interest and relevance of this research is justified in demonstrating the significant relationships between EQ and the need for valid and reliable tools that allow us to make decisions on the scientific justification, type and content of training programmes and implement our own tools proposed by the digital platform, at these educational stages.

PAPER 2-Innovation and risk in social complexity and the science education role

Especially since the 1970s, questions have arisen about science, technology and their products, particularly those related to the environment and unruly economic development (Fermino, 2013). As a result, contemporary society has its norms, values and traditions put at risk by the changes that are occurring, and this manifests a condition of insecurity and uncertainty (Douglas, 2013).

Current risks are difficult to perceive, this scenario makes people have their lives constrained by risks that are often invisible, but real (Giddens, 2002), we can recognise that the occurrence of outbreaks such as COVID-19 are inherent risks in the process of development of contemporary society, especially due to human intervention in the environment.

This space of uncertainty and complexity is where most students encounter science in their lives (Jenkins, 2000). We need to think about an education that can teach students to position themselves in the face of complex and variable situations.

Science education stands out in this process, as it is necessary to educate citizens capable of understanding and participating in society in the face of local and global contexts, willing to have a vision of the complexity of the world and supported by open and dynamic problems.

PAPER 3- Happiness at work. Ethics and more.

Happiness in the form of pleasant moods and emotions, well-being and positive attitudes has been attracting increasing attention throughout psychological research. Interest in happiness has also extended to workplace experiences.

We first need to determine what we mean by Happiness at Work (HAW) and how this construct has been defined (Deci & Ryan, 2008). We are discussing a concept that cannot be uniquely defined. This topic has been addressed by researchers from a number of diverse fields, including philosophy, literature, psychology, sociology and anthropology.

Researchers in positive psychology have investigated happiness primarily from two conceptualisations (Deci & Ryan, 2008) Subjective (hedonic) well-being (Diener, 1994) and psychological well-being (eudaimonia).

Recently, positive psychologists have added engagement to the equation. Thus, engagement was designed to measure the concept of flow. Flow was originally explained by Michael Csikszentmihalyi, (Csikszentmihalyi, Nakamura, & Csikszentmihalyi, 2014) to describe the psychological state that arises when the skill required and the challenge of an activity are well matched, both are high, and the self is lost in the activity. Seligman argued

that there are three distinct pathways to well-being: pleasure, engagement and meaning (Schueller & Seligman, 2010).

Therefore, the pursuit of job satisfaction will be related to the pursuit of pleasure and meaning at work while maintaining commitments.

PAPER 4- Ethics and future in business schools.

One of the goals of business schools is to form leaders for the future. This leadership is not understood without a solid ethical component. This is particularly relevant in a context like the one we are living in, where COVID has made us rethink many of the values that inspire our society.

As (Morsing & Sauquet Rovira, 2017) points out, education has a great importance in the contribution to social change. Research and teaching contribute to the creation of value by business schools (Schoemaker, 2008) In fact, many authors have an impact on the importance of business schools in training leaders for the future.(Weybrecht, 2010) and (Muff et al., 2013) clearly state their views in this regard. Elements such as sustainability, ethics and social responsibility are gaining more interest every day, according to (Christensen, et al, 2007)

From European business schools we must give a boost to these aspects for a double reason: firstly, competitive. American schools (and especially those in the US) are at the forefront in this field. This makes a global and competitive world by attracting the best students and future business leaders, we must react. On the other hand, as an essential part of the purpose of schools, we must give back to society some of what it offers us and Europe, in this sense it should be very committed in line with the tradition and essence of our continent.

PAPER 5- Different approaches to education research.

In socio-educational research, the study to be carried out and the choice of research methodology interact in both directions, so that the methodology is conditioned by the type of study to be carried out, and vice versa.

Techniques of analysis are selected on the basis of a set of factors in which the nature of the research question plays a major role. However, other factors such as time available, resources and prior knowledge must also be taken into account and determine the methodology to be followed.

The following is a study (Botey, Vaquero-Diego, & Sastre, 2020) that combines the application of the qualitative methodology "Fussy Set Qualitative Comparative Analysis" (fsQCA) and the quantitative analysis methodology "Structural Equation Modelling" (SEM), both applied to the identification of the characteristics of IE university teachers according to the subject they teach (humanities or sciences). The simplification of academic situations that can be managed from the emotional balance is an important and key objective in education (Bisquerra Alzina, et al, 2015; Vaquero-Diego et al, 2020).

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