A NEW PEDAGOGY FOR ENHANCING INNOVATION IN THE CLASSROOM

ABSTRACT

A new pedagogy on the instruction of innovation in higher education was developed using a grounded-theory approach. Multi-disciplinary students were guided through a systematic process in interdisciplinary learning, problem-based learning and experiential learning along a journey to create innovative solutions to address friction points in the hospitality industry. The proposed pedagogy integrates the innovation process and the business model canvas methodology as the standard business model in today’s startups.

Key Words: Pedagogy, Innovation, Higher Education, Hospitality

INTRODUCTION AND STUDY JUSTIFICATION

Dr. Clayton Christensen in his seminal book on innovation, The Innovator’s Dilemma (1994) describes the impact that new technologies can have on well-entrenched industries. The hospitality industry bears all the indications of an industry ripe for the disruption posited by Christensen. Industries, where the markets are in many cases, saturated providing consumers with a staggering array of choices herald the emergence of innovation and new service development (Peters & Pikkemaat, Innovation in Tourism, 2005). The challenge for higher education, particularly the higher education in hospitality has been to develop a course based on research-based evidence.

PURPOSE OF STUDY

A review of hospitality research literature on higher-education research and innovation revealed no established instructional framework or pedagogy that is geared towards the pursuit of innovation in the classroom. A pedagogy that would coexist with the traditional methods of hospitality instruction, both complementing the learning while providing entrepreneurially-minded students with an alternate path for entering the hospitality industry could contribute to the existing body of literature on hospitality higher-education research and instructional design. The purpose of the study is to determine whether a new pedagogical approach to facilitate the development of innovative intellectual property for the hospitality industry can be successfully developed with measurable results.

CONCEPTUAL APPROACH AND SUMMARY OF PRELIMINARY RESULTS

A new pedagogical framework was needed to create a blended learning experience for the multi-disciplinary students that would be more effective at new and emerging technology integration than the traditional classroom pedagogy. This new pedagogy is built upon a foundation of three academic theories: Interdisciplinary learning (Jones, Interdisciplinary Learning and Teaching in Higher Education – Theory and Practice, 2010), Problem-based learning (Gijselaers & Wilkerson, 1996. Bringing Problem-Based Learning to Higher
Education: Theory and Practice, 1996) and Experiential learning (Qualters, Making the Most of Learning Outside the Classroom. New Directions for Teaching and Learning, 2010). In addition, two highly-regarded and pragmatic paradigms were integrated: the innovation process (Christensen, The Innovator's Dilemma: When New Technologies Cause Great Firms to Fail, 1997) and the business model canvas (Osterwalder, What is a Business Model?, 2008).

Figure 1 below describes this convergence of the theoretical foundation with the practical perspectives resulted in a grounded-theory approach to the development of this innovation pedagogy.

The pedagogy was first implemented in the Spring Semester of 2016. Of the seventy-two students who have completed the course, thirteen US patent applications for intellectual property in the hospitality industry have been filed.

Note: Examples of the results will be shared during the conference presentation
REFERENCES


