



**DIGITALISATION & INNOVATION**  
**THE COMPLEXITY OF EDUCATIONAL CHANGE**

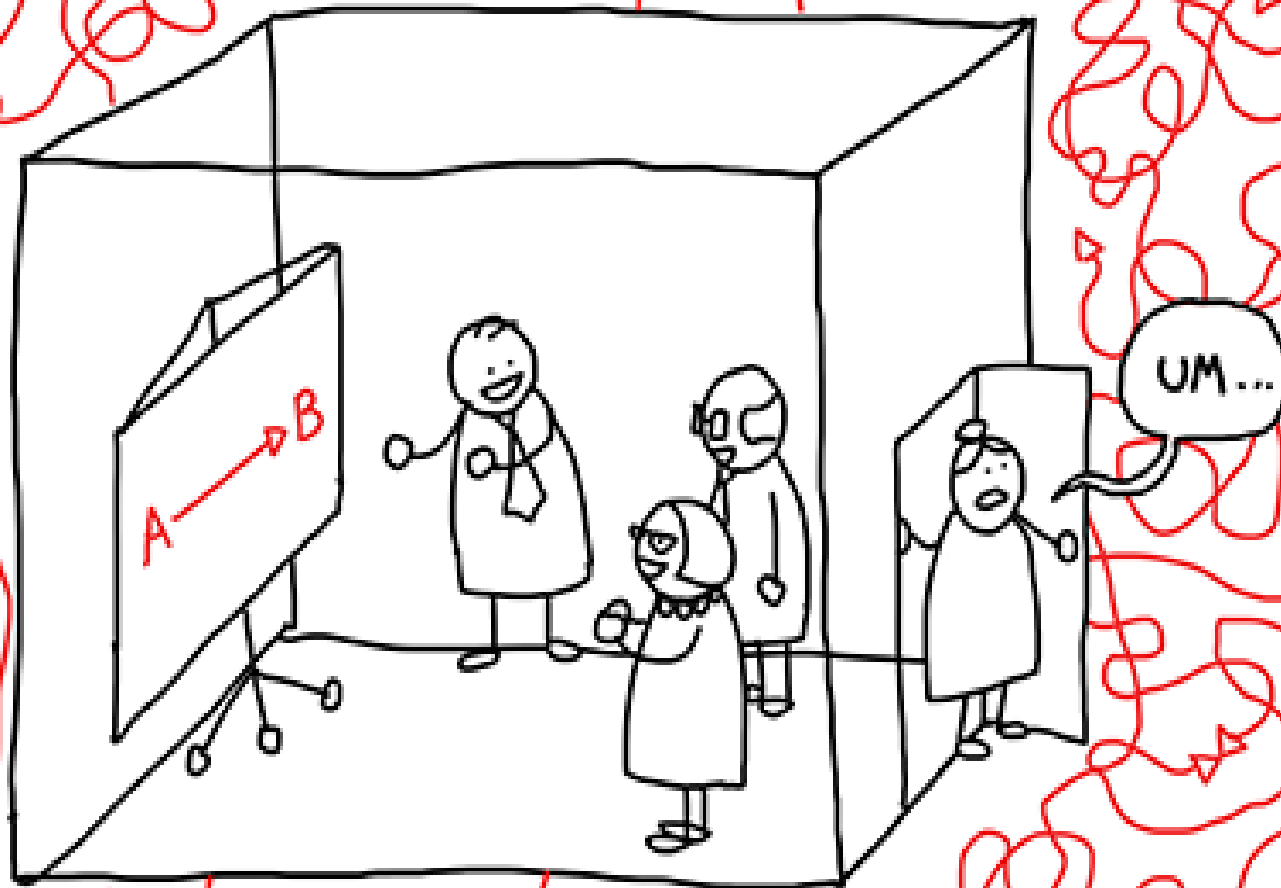
# WHAT MAKES IT COMPLEX?

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- Multi (f)actor
- Normative
- Dynamic
- Contextual
- Paradoxes



# EDUCATIONAL CHANGE IS OVER SIMPLIFIED





CHANGE



- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

ADJUST

MODIFY

WE NEED TO BUILD INNOVATIVE  
CAPACITY AT ALL LEVELS OF THE  
EDUCATION SYSTEM

NEW



SHIFT

TRANSITION



TRANSFORM



(Argyris, 1976; Boonstra, 2000; Lagerweij, 1994; Ruijters, 2006)

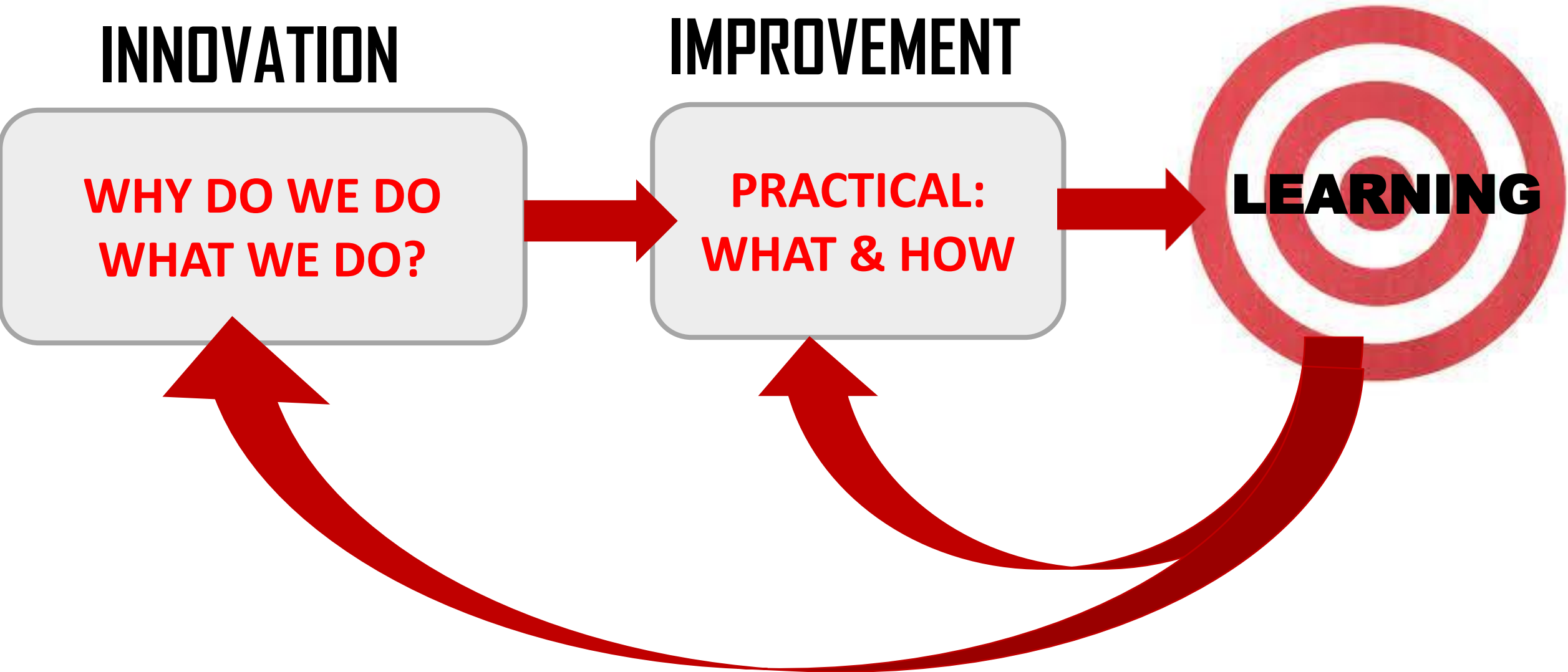
# INNOVATION

# IMPROVEMENT

**WHY DO WE DO  
WHAT WE DO?**

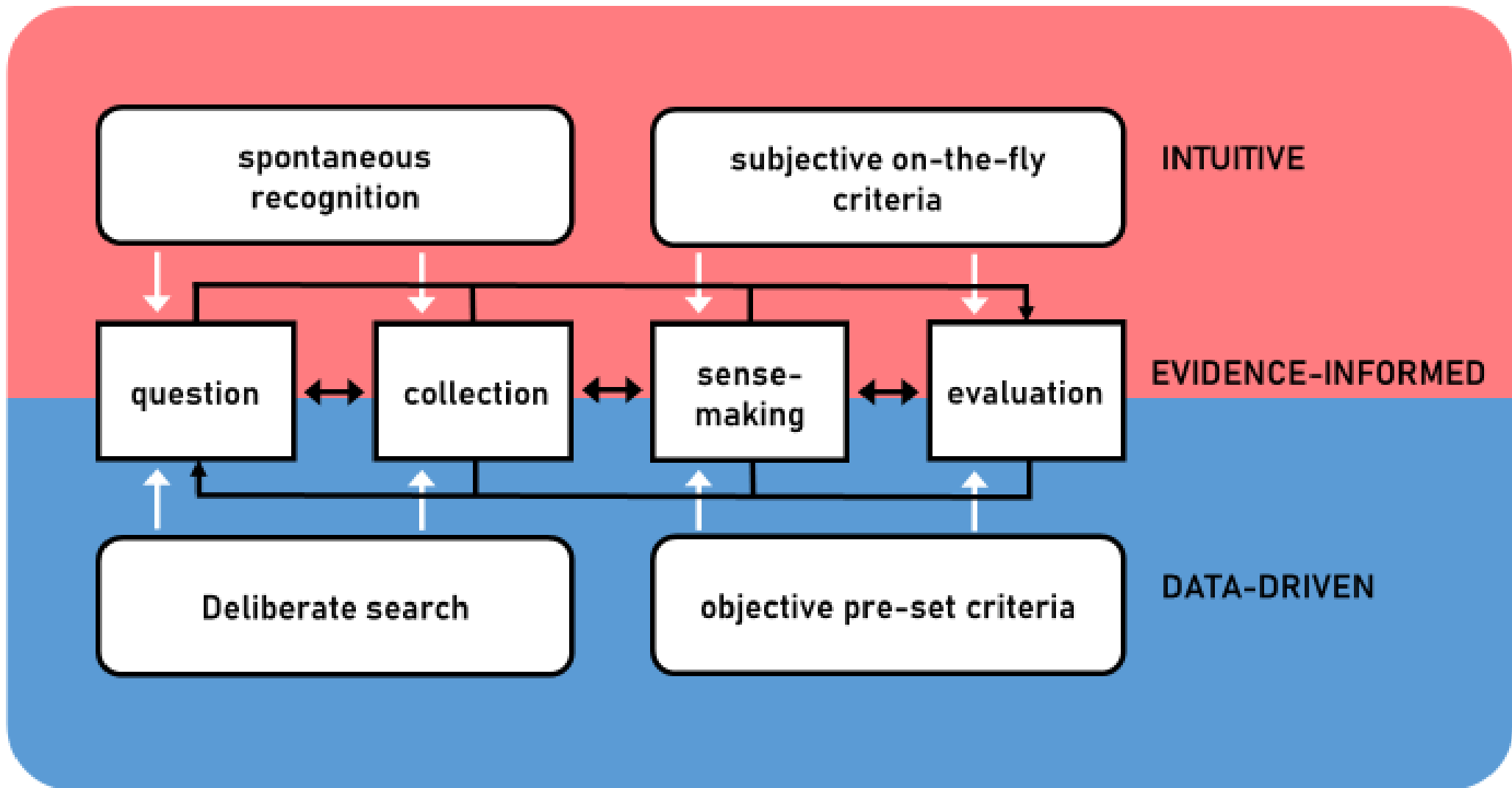
**PRACTICAL:  
WHAT & HOW**

**LEARNING**



A close-up photograph of a hand holding a blue pencil, poised to write on a document. The document features a grid of data points, with some cells containing colored dots (red, blue, green). The background is softly blurred, showing a desk with a purple pen and a lamp. The text "EDUCATIONAL CHANGE SHOULD BE MORE EVIDENCE-INFORMED" is overlaid in white, bold, sans-serif font across the center of the image.

EDUCATIONAL CHANGE SHOULD BE  
MORE EVIDENCE-INFORMED



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# TIME FOR DISCUSSION

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