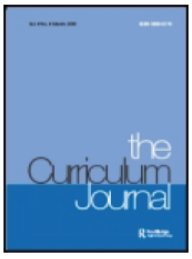

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Skills for innovation: envisioning an education that prepares for the changing world

Cristobal Cobo

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Article Review for: Skills for innovation: envisioning an education that prepares for the changing world, presented by Cristobal Cobo from University of Oxford, Oxford, UK

Taken from: The Curriculum Journal (http://www.tandfonline.com/loi/rcjo20)

Abstract: This article explores and discusses key conditions needed to develop skills for innovation. This article analyses five trends that can contribute to fostering the development of skills for innovation within and outside formal educational institutions. These key trends, identified through a literature review, are elements that foster learning and human capital development necessary for an innovative society. These five key elements are: (1) the mismatch between formal education and the challenges of an innovative society; (2) the shift from what we learn to how we learn; (3) the fluctuating relationship between digital technologies and contents; (4) the changing conceptions of space-time and the emphasis on lifelong learning; and (5) the development of soft skills. Finally, this article ends highlighting that the expanded learning and the development of skills for innovation are critical aspects for the future of education.

1. What were the researchers trying to find?

The researcher is trying to model generalconditions that can be used to develop skills for innovation.

2. Why was the topic important to investigate or understand?

This is one of the important topics to investigate or to understand as many countries are struggling to address such issues for innovations in 21st century. From author's perspective, she/he believes that 'skill for innovation' is key elements in promoting innovation for economic growth.

3. How did the researchers investigate this? Were their research methods appropriate and adequate for the research?

Researcher has observed much information, including several case studies, world organizations' documents and undertook sufficient literature reviews as to understand the needing factorsbut the field is, in fact, broad-enough pertaining to many sectors in education and research fields; and it does not embrace the scientific communities' context utterly.

4. What statistical methods did the researchers use?

Researcher did not use any specific statistical method but recalled from the Generation Europe Foundation 2010 data (jobs in present employment market), and few prominent societies, mostly, as to support the main theme of the research. It can, just, be taken for comparative purpose and nothing more than that can be given as credits.

5. What did researchers claim to have found?

Nothing has been found as new data because the literature review has already contained the said five trends of skill for innovation; indirectly. However it has been put into a 'whole' across the milestones of journey; so it becomes a pertinent and crucial-work.

6. Were the findings/results clearly stated?

Narrations have been clearly stated but there are no new findings in whatsoever mean (survey/symposium/forum/questionnaire/etc) other than the ordinary support of flow of literatures.

7. How the findings advance knowledge in the field?

The narration has encircled a complex field onto an applicable format in which five trends are easily manipulated in accordance with the needing factors. From unknown sources to known classification is anacceptable contribution; as far as the beginning stages are concerned. This work can be used for further evaluation and corresponding application but cannot be treating as a separate one as there are no substantial and practical values that hold the superiority.

8. How well do the researchers place their findings within the context of on-going scholarly inquiry about their research topic?

The entire research journey for innovation has now been classified into the quest for 'Skills for innovation'. With this idea in mind, the author has categorized the sectors that need to be addressed while undertaking a research which may lead to economic impact. Author suggests the following five elements for skills improvement for innovation: (1) the mismatch between formaleducation and the challenges of an innovative society; (2) the shiftfrom what we learn to how we learn; (3) the fluctuating relationshipbetween digital technologies and contents; (4) the changing conceptions of space-time and the emphasis on lifelong learning; and (5) thedevelopment of soft skills. Without practical applications and feedbacks, the validity is an ambiguous after all.

9. What do you consider to be the major strengths and weaknesses of the research?

Literature review seems to be strength of the article but there is no solid-practical data to prove that the flow as well as the suggested-subcategories is relevant in all areas of innovations.

10. How does the findings relate to something you have experienced in co-curriculum activity on the course or in "real" life?

Surveys and experiential data from world leading organizations seemed to be relevant in my life as I have come across such systems before. However when the advancement of technologies are considered for economic growth, the prescribed pattern of flow may vary as production is a business subjected to competition and quality, worldwide. Beside the author open space for further validity as he/she has no concrete data to support her/his conclusion.

In overall: the paper has good narration of literatures with some good points to consider for future work which may find a perpetual mean of solution for the exploration of the “Skills for innovation: envisioning an education thatprepares for the changing world”. So this paper can be accepted for publication as preliminary work on the subject matter.