

# Transformation of tertiary education: role of QAS in formation and enhancing student's innovative competencies



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An ability to innovate as a skill is demanded by the labour market, the public, the state and the employees themselves.

One of the main tasks of modern tertiary education is to create conditions for the formation of innovative competencies.

Innovative competencies presuppose the development of an adequate attitude to innovation, to a situation of uncertainty, the ability to react quickly in such conditions and make competent decisions ahead of time.

In these circumstances the role of internal quality assurance system arises significantly especially in the sense of ensuring the compliance of innovative skills development conditions by educational institution.

Does the created environment of certain educational program promote the development of innovative competencies?

Moderately positive perception the nature of the educational environment in terms of Personal significance and Ambiguous problem solving and Negotiations.

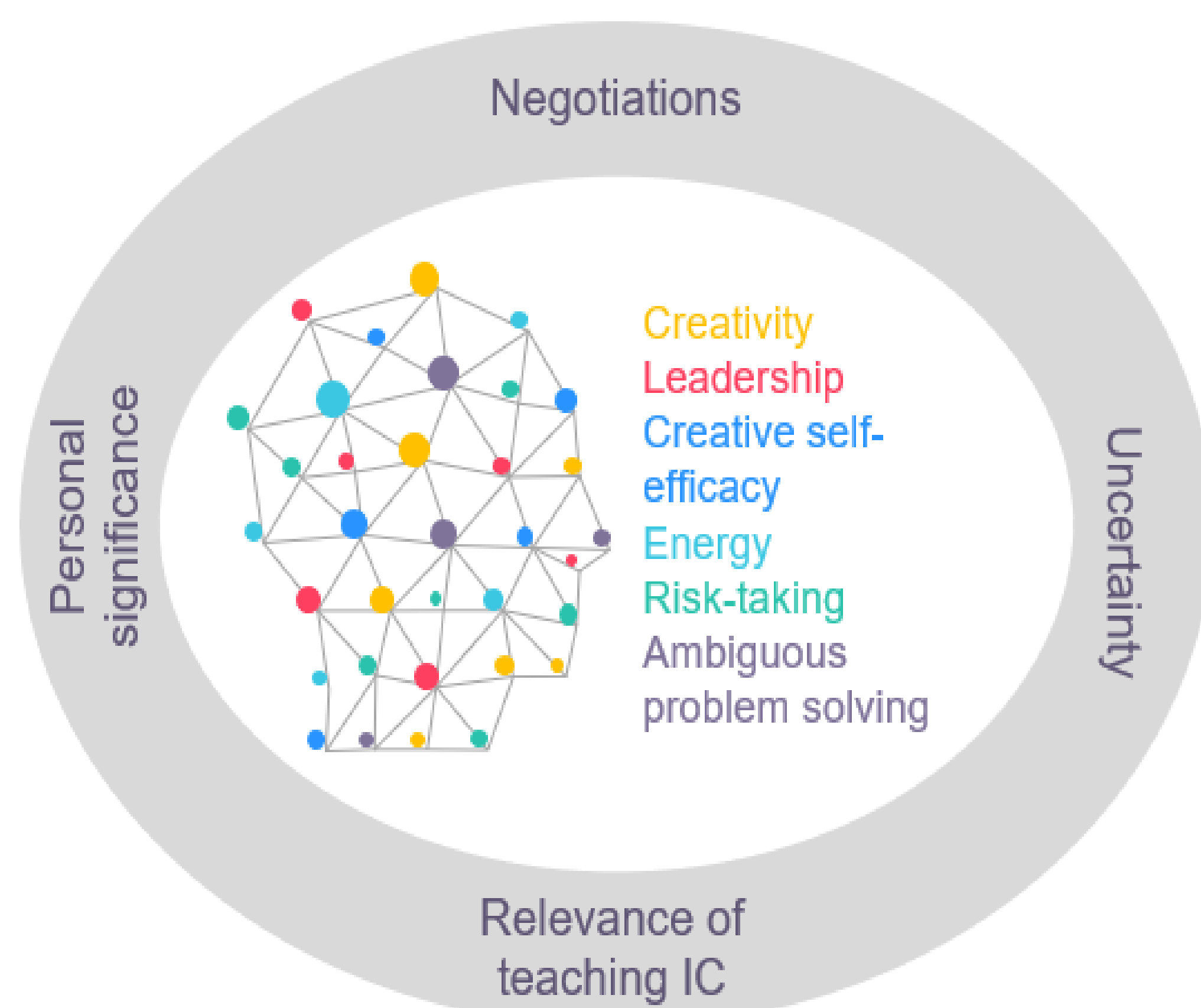
Is there correlation between the length of study period and the level of development of innovative competence?

Strong influence of intergroup variation in the total variance was found for such components as Personal significance and Ambiguous problem solving.

Presumably, with an increase in the duration of training, the attitude towards finding non-trivial solutions from related industries is changing.

Correlation matrix Innovative competencies vs educational environment characteristics

Characteristic	Creativity	Leadership	Creative self-efficacy	Energy	Risk taking	Ambiguous problem solving	Personal significance	Uncertainty	Negotiations	Relevance of Teaching IC
Creativity	1									
Leadership	0,22	1								
Creative self-efficacy	0,32	0,21	1							
Energy	0,33	0,1	0,27	1						
Risk taking	0,24	0,03	0,28	0,29	1					
Ambiguous problem solving	0,23	0,21	0,16	0,25	0,17	1				
Personal significance	0,4	0,19	0,27	0,31	0,27	0,3	1			
Uncertainty	0,29	-0,04	0,15	0,16	0,19	0,18	0,58	1		
Negotiations	0,19	0,08	0,13	0,29	0,1	0,12	0,37	0,53	1	
Relevance of Teaching IC	0,24	0,21	0,05	0,18	0,13	0,05	0,47	0,58	0,5	1



The questionnaire mapped students' perceptions of the educational environment with respect to innovation competence development and students' self-perceived level of innovation competence, students' perceptions of the focus and relevance of innovation competence, as well as the association between the educational environments and students' self-perceived level of innovation competence.

The items were created using a 7-point response format of Strongly Disagree (1), Disagree, Somewhat Disagree, Neither Agree nor Disagree, Somewhat Agree, Agree and Strongly Agree (7).

## Similar researches

Ovbiagbonhia, A.R., Kollöffel, B. & Brok, P.d. Educating for innovation: students' perceptions of the learning environment and of their own innovation competence. Learning Environ Res 22, 387–407 (2019).

Keinänen, M, Ursin, J, Nissinen, K (2018) How to measure students' innovation competences in higher education: evaluation of an assessment tool in authentic learning environments. Studies in Educational Evaluation 58: 30–36.

## Q&A

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