Innovation: The successful introduction—in an practical situation—of means and purposes which are new to that situation

Educational innovation: The action consists in the process of including something new in the educational institution system, which results in the modification of its structure and operations, in such a way that its effects surpass as far as the achievement of educational goals are concerned.

Educational innovation: Generates knowledge. It is the task of the university to provide solutions to problems in all walks of life. The new social, economic, and political structures demand significant changes in university management. Innovation is a prerequisite for exploration and analysis of the studies focused on measuring the factors that have some bearing on university innovation

Exploration and analysis of the studies focused on measuring the factors that have some bearing on university innovation

Determination of the INNOVATIVE CAPACITY of ecuadorian UNIVERSITIES


The study

Aim
Diagnosing the innovative capacity of Ecuadorian universities

Method

02.1 Exploration and analysis of the studies focused on measuring the factors that have some bearing on university innovation

02.2 MIES adaptation

02.3 10 universities and 300 people related to university

03 Discussion

Factors influencing innovation generation:

03.1 Basic and applied research

03.2 Teaching processes

03.3 Technologies, infrastructure and resources, along with learning

03.4 Individuals and their professional competences

03.5 The environment and society

03.6 Students

03.7 Teachers’ selection and dedication

03.8 Internal alliances or external ones (other institutions)

04 Conclusions

04.1 Helping to achieve an institutional climate oriented to innovation in all university actors favors the proliferation of innovation practices, collaborative learning generation, ICT integration as a support for the teaching function, etc.

04.2 Teachers should adopt an innovative position; that is, encourage their students to develop innovation.

04.3 Undertaking basic and applied research projects at different stages of students’ training will make it possible to arouse their interest in research.

04.4 The teacher must feel supported and valued by institutions.

04.5 Building research alliances between IES