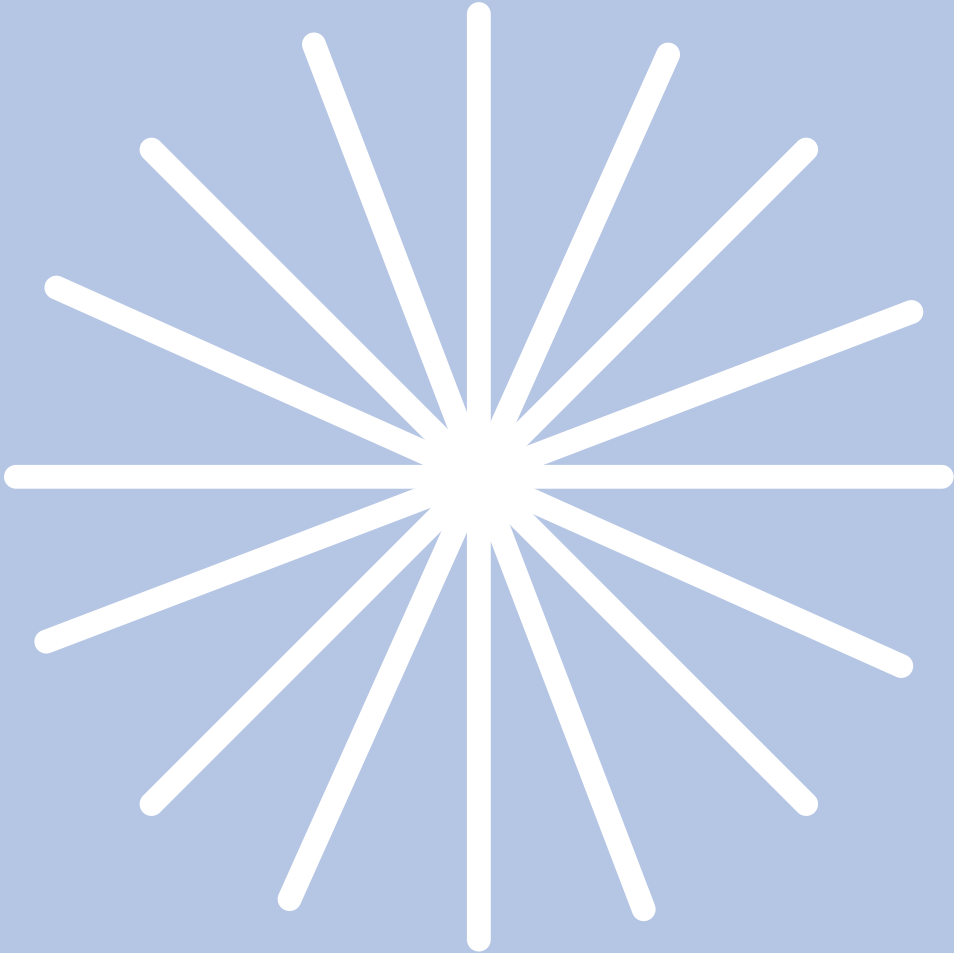# Mindsets.

Findability of information related
to educational innovation

Mindsets.

Findability of information related
to educational innovation

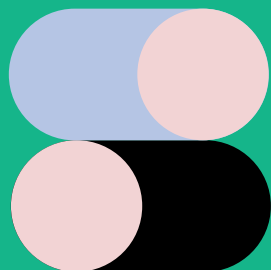Authors: Djujan Bijstra

Editors: Mara Post, Thys de Haan

Publication: July 2024

Content

Introduction

Mindset: I am looking for inspiration

Mindset: I need more in-depth knowledge

Mindset: I want to find the answer

Introduction

This knowledge product, "mindsets," sheds light on the behaviour and needs of lecturers and educational support staff when searching for information related to educational innovation.

Three mindsets in the context of searching for information about educational innovation;

- I am looking for **inspiration**
- I need more **in-depth knowledge**
- I want to find the **answer**

What is a mindset?

Mindsets refer to the attitudes, reactions, and behaviours that people exhibit within the same context or life experience. This visible aspect is influenced by their mindset. Additionally, this mindset is shaped by non-visible elements, such as thoughts and beliefs within a specific situation. Mindsets are usually not static and can vary depending on the situation or over time.

How can I use mindsets?

As an education professional responsible for educational innovation, it can be helpful to understand how people search for information. The Mindsets were developed based on research into the findability of information related to educational innovation.

This research explored search strategies, needs, and challenges. As an education professional or designer, you can utilize the Mindsets in various ways:

- **Input**: Use these insights when developing educational policies related to findability and educational innovation.
- **Understanding**: Gain insights into the behaviour and needs of professionals within your educational context.
- **Design starting point**: Consider which mindset you want to address primarily and align your solutions accordingly. Think about how best to meet the goals and needs of that mindset and how to fulfill the desired role. These solutions can be both digital and non-digital.
- **General inspiration**: There may be unforeseen situations where the Mindsets provide guidance. Feel free to use them as needed!

Context

The Mindsets are based on qualitative (UX) research conducted by the Knowledge hub learning & innovation. The study involved 18 structured in-depth interviews with lectures and educational support staff from vocational education (mbo), universities of applied sciences (hbo), and research universities (wo). The mindsets in this knowledge product are an intermediate result of this research. Based on this inventory, opportunities for improvement in information findability are explored.

Let's work together to make knowledge about educational innovation more accessible!
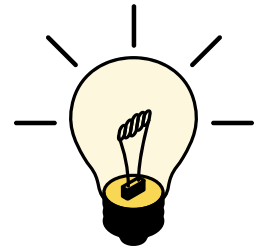
I am looking for inspiration

Examples of situations

- **The starting phase** of an innovation; a new module, a new educational programme
- Determining **frameworks** for an educational innovation: where are we heading?
- Using **temporary funding** for innovation
- Looking for more information about a certain topic, but not **very focused yet**
- Staying up-to-date with the **latest developments about....**

"LinkedIn is my most important source at the beginning: (....) When I am at home relaxing on the sofa, I use my smartphone and start scrolling through my timeline. I will put the most interesting topics on my to-do list."

Behaviour

- Searching via **Google**
- Talking to professionals **in the field of education**
- **Looking for examples** of educational innovation: what have others done?
- Asking **colleagues**
- Approaching **CTL**
- Scrolling through **LinkedIn**
- Consulting **subsidy websites**
- Following **national organisations** (in person)
- Reading specific **blogs**
- Approaching professionals in the field who you don't know yet, for example using LinkedIn
- Scanning groups in the **Teams environment** of the educational institution
- Taking part in a **Knowledge network or community**
- Visiting a **conference**

"But the most valuable source of information about educational innovation are professionals in the field. They sometimes say very different things from what you can find online."

Objectives

- **Staying up-to-date** with the latest developments
- Being **inspired**
- **Being referred to** a professional who knows the answer or to a place where you can find the answer
- **Getting people in the organisation on board**

"What I am really looking for is a good search engine."

Description

The education professional is looking for information about educational innovation and would like to be inspired. However, they are not quite sure where to begin.

Needs

- **A central place** where you can find all the information about educational innovation
- **Bite-sized nuggets** of information – getting a quick idea of whether something could be relevant or not. The information is presented in infographics and informative videos.
- **Passing on information**: making sure that relevant information ends up in the right place

*"All the information about educational innovation is very fragmented right now! The network keeps reorganizing itself again and again. I need some **knowledge consolidation**."*

*"I am running into a problem. Has **anyone** else had to deal with this problem before me?"*

The role required

- **Guiding**: Where can I find the information? Who knows what? What is recorded where and on what level (department, educational institution, SURF)? What is important?
- **Connecting**: connecting education professionals at a national level, bringing people together to share knowledge and look at the bigger picture.

*"I often don't know where to look online, so I will **go to someone**. This works really well. If the professional does not know it either, they often refer me **to someone else**."*

*"I am looking for sources that provide some kind of **overview**, **websites** that recommend other sources of information. This is speeding up my process."*

"The role of connecting people is a good idea. Focusing on spreading the information to a larger audience and making more impact. This is a challenge for every educational institution."

Attitude				
Wants to make an effort	Minimal	Passive	Average	Active
The need for support	Very high	Average	Low	Not at all
Trusts the information	Very low	Low	Needs a seal of approval	High
Knows where to go	No	Searching	It's clear	It's very clear

Npuls

I need more in-depth knowledge

Examples of situations

- You have a question, a theory and a model. How does the **model** work?
- You are **looking for evidence** to prove that an educational innovation you want to implement will work
- You want to show **various points of view** about a certain theory
- You are a policy advisor who wants to find support for a **vision** of an educational innovation
- You are **implementing** an educational innovation

*"I am looking for **implementation details** and good practices in education innovation. How has it been organized? What are the prerequired conditions, how about timetabling implications and funding? How to make sure that all colleagues are on board? I am also looking for personal experience, for example how to overcome any setbacks."*

Behaviour

- Searching via **Google**
- Once something is relevant and interesting, look for more information in the **scholarly databases with educational research**
- Asking the **Library** for help
- Approaching **Center for Teaching and Learning (CTL)**
- Reading **books** and articles
- Working a specific topic out in more detail **with a small group of professionals**
- Watching a **Ted Talk** to gain more in-depth knowledge
- Consulting professionals in your **community**

*"**Finding more in-depth information about educational innovation.** This is usually evidence-based or best practice. I find this highly motivating. To find out more about the theory behind it, for example. Reading also works for me, because it allows me to think more."*

Objectives

- Being able to explain why something works well. What is the **underlying principle**?
- Knowing what **the source** is
- Knowing exactly what you are talking about to **motivate others** (teaching staff) to be persuaded to change
- Being **certain and reliable**, knowing that something is correct
- **Creating a vision that goes beyond the educational institutions**, for example about assessment

Description

The education professional already has some knowledge about an educational innovation topic and needs more in-depth knowledge.

Needs

- **Evidence-based** or evidence-informed information
- Practical support from **educational experience**
- **Accessibility** of the information, making it easier to find what you need in journal articles and books for example
- **Adjustable material**, so you can use it in your own organisation
- Showcasing the good elements and putting them **in the window**

*"When I see examples, I would like to know: **how has this been organised**, how does it work in practice? Otherwise it simply remains very general. Implementation details, how about timetabling, funding, etc."*

*"Trying to **adjust** something that I found into something we can use."*

The role required

- **Quality control**: the need for a seal of approval. What is true?
- **Expert**: a central place with in-depth information and personal experiences that is easy to search

*"**Being reliable and correct is very important**. It is not always clear where something comes from. I do want to work evidence-informed to some extent."*

*"Take for example ChatGPT: it is not reliable and that is a problem. If the information has a **seal of approval by Npuls** it makes it reliable and trustworthy. That would be great."*

*"What I **often miss is the personal experience**. Details are often lacking. (...) How professionals overcome any obstacles and don't give up at the first hurdle."*

Attitude				
Wants to make an effort	Minimal	Passive	Average	Active
The need for support	Very high	Average	Low	Not at all
Trusts the information	Very low	Low	Needs a seal of approval	High
Knows where to go	No	Searching	It's clear	It's very clear

Npuls
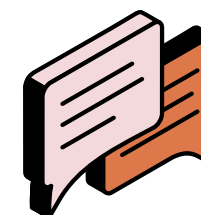
I want to find the answer

Examples of situations

- Questions that require a specific answer, for example **examination requirements**
- I would like to use **software** for an educational innovation: which application or system is the best to use and how?
- Using LMS (Learning Management System): how does a certain software tool work, **what do I need to finetune**?
- Designing classroom interiors to make education more interactive: what is working well and what is not working so well?

Behaviour

- Searching via **Google**
- **Approaching professionals** with a personal message via Email or LinkedIn
- Asking a **partner organisation with specific knowledge**, for example a Center for Teaching and Learning (CTL), a knowledge base, knowledge network, SBB (work field organization) etc.
- Consulting a website or a center of expertise of a **fellow educational institution**
- Consulting an **experienced colleague**
- Asking a question in the **Teams environment of the institution**
- **Experimenting** by trying new things
- Asking questions on a platform, a **community of users**
- Consulting **documentation**

*Educational professional of a CTL: "Teaching staff sometimes ask me **very specific questions**. For example, they want to put case studies on a website and let students vote for them and discuss them. That's when I will take a look – can we use Canvas or do we need no-code software?"*

Objectives

- **Advice**, for example about how to implement digital tools
- **Getting down to work** very quickly and easily
- **Being certain and reliable**, knowing that something is true

Description

The educational professionals know what they are looking for and need a very specific answer.

Needs

- Information has been **tailored** to their own situation
- Finding information quickly about what **certain tools can contribute** to a certain case and how much effort it takes
- **Starting to use something** very quickly and easily
- Good **documentation** (for tools) and a good **community of users**
- **Names of professionals** you can contact
- CTL **proactively** visits departments

*"This is how I see it: a **Center for Teaching and Learning (CTL) could, for example, regularly visit** an educational department to suggest educational innovation."*

*"When I am exploring something and when I want to do something differently, I want to **quickly find information** about a certain tool that can contribute to this."*

The role required

- **Parent**: someone who takes time to think. A person who tells us what we should and should not do. 'The clearer, the better.'
- **Instructor**: someone who ensures that professionals who are close by can help. Teaching staff will listen to them.

*"Yes, perhaps this sounds a bit silly, but I would like **tailormade solutions** that can be implemented without too much effort."*

*"I would like to have a **dashboard** as it were. Telling me: you can use this application for this type of question. We already have a national license for that type of question. You still need to follow the procedure for that type of question which will take 3 months, etc."*

*"The problem is that professionals are most likely to listen to **a professional who is close to them**. There is room for improvement, but I am not sure how Npuls should go about this."*

Attitude				
Wants to make an effort	Minimal	Passive	Average	Active
The need for support	Very high	Average	Low	Not at all
Trusts the information	Very low	Low	Needs a seal of approval	High
Knows where to go	No	Searching	It's clear	It's very clear

Npuls

Moving
education.