

S.E.S. REVIEW

LOOKING AT INNOVATION: TWO APPROACHES TO EDUCATIONAL RESEARCH

P. Sheldrake and S. Berry

(N.F.E.R. Publishing Co. Ltd., 1975)

ROY WILKIE, *Strathclyde University*

There are at least three good reasons for reading this book. It is the first major report of research carried out by the Anabaz Project, part of the Nuffield Foundation's Group for Research and Innovation in Higher Education. Here are two case studies of the introduction of new courses into traditional vocational disciplines: behavioural sciences introduced into the third year of the curriculum of the Edinburgh Medical School and a 'background' course for second-year students in the Department of Electronic and Electric Engineering at Birmingham.

As there seems to be a trend in British universities and polytechnics towards developing such "broadening" courses, the authors' findings are important:

"... two important criteria which the students applied emerge. In the first case, a background course might be acceptable if it could be shown to have relevance to the rest of the student's studies in the department, or his work when he left. Alternatively, students wanted courses that fitted their wider interests. This second criteria implied that students required greater freedom to choose subjects and, more important, that the courses be taught with the same expertise as the rest of their courses in the Department. In addition, there was also a vague call for relevance to the 'outside world' " (pp. 112-3)

"... the fate of 'background' courses is not just a matter of context and orientation, important though this is, but also is subject to the more general interests of the students and staff, and even their maturity and identification with the professional" (p. 127)

Secondly, this report should also be read by organization theorists concerned both with problems of change and with understanding the university as an organization. The authors point out that as well as questions of academic content and philosophy involved in the case studies, there was "a consideration of university politics and university finance". The analogy of political negotiation over conquered territory used to illuminate the behaviour of the working party at Edinburgh demonstrates that this consideration was a realistic one.

Thirdly, the research itself has methodological interest. The Edinburgh researcher deliberately intervened in the situation, the Birmingham one acted the more traditional role of trying to have little impact on the course and its development. The problems of involvement and detachment, prescription and analysis are raised here in their behaviour and their understanding that "there is no simple version of reality". It is a pity that only seven pages of a postscript relate to this fundamental issue. All in all, a stimulating little book.

Looking At Innovation Two Approaches To Educational Research

Judd E. Hollander



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