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The Portrait of a Twenty-First Century Innovator in Education

The article analyzes the social and professional characteristics as well as the value orientations of the contemporary innovator in the field of education. The study was conducted among 304 participants in the 2014 Competition for Innovation in Education. The value orientations were revealed using Schwartz's Portrait Values Questionnaire. The results were compared with data on value orientations of the Russian population obtained from the European Social Survey.

In 2012 the contestants were significantly different from the average Russian by the subjective importance that they attributed to certain value orientations as well as by their structural hierarchy. Innovators are more likely to exemplify the values of autonomy, benevolence, and universalism, and are willing to take risks in their professional life. They are less guided in their actions by a desire to obtain and retain power that is not based on their own achievements. The study showed that specialists, including employees of

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educational institutions at various levels, employees of organizations not directly related to education, as well as school-age children and college students are prepared to implement and propose innovations in the field of education. Innovators stand out by their high level of education and active participation in extracurricular educational activities.

The salient value of the innovator is venturesomeness, due to a desire for the rash, the daring, and the risky. The innovator must also be willing to accept an occasional setback when a new idea proves unsuccessful, as inevitably happens. . . . Thus, the innovator plays a gatekeeping role in the flow of new ideas into a system.

Rogers, Everett M. (2003-08-16). *Diffusion of Innovations*, 5th Edition (Kindle Locations 5301-5303). Free Press. Kindle Edition.

The Place of Innovation in the Russian Education System

In The Global Innovation Index (GII), Russia occupies 49th place in world rankings, behind most European and developed Asian countries (OECD 2014b). This figure shows that the task of implementing innovations in the Russian economy faces considerable difficulties. At the same time, educational innovations are being introduced very rapidly, and they have been praised in the Measuring Innovation in Education rating, compiled by the Organization for Economic Cooperation and Development: among twenty-nine participating countries, Russia has entered the top five in terms of the overall level of innovation of the national system of education (OECD 2014a). Changes in the system of national education can primarily be attributed to public policies, educational reforms and input standards. The OECD report highlighted two main areas of innovation in the Russian school system: innovations in organizational policies and educational administration¹ and innovations in teaching practices.² Progress in the development of the Russian education system contradicts certain patterns that are described by a number of authors when talking about Western education systems. In particular, these authors argue that it may take up to fifty years

before new methods and new ideas can be used in education, and that academic institutions change much more slowly than other institutions (Miles 1964). They argue that there are no economic incentives in education for transformations, and that fear of change adversely affects the introduction of innovations into the system (Eicholz and Rogers 1964; Mort 1964).

Innovations in education are directly related to an orientation to requests that come from the outside and to changes that take place outside the system that prompt it to modernize either in whole or in part. However, due to the inherently closed nature of the educational system, external signals that prompt changes are not always captured in a timely or accurate way, and generate few innovations. The key role during the innovation implementation stage belongs to the system entities and the system leaders, that is, the innovators, who are ready to accept innovation by adapting and improving it to meet their vision (Fullan 1991; Marsh and Huberman 1984; Rudduck 1991).

To ensure the success of the reforms conducted in the Russian educational system, it is necessary to take into account in particular the extent to which these reforms have been accepted by both professionals and other stakeholders affiliated to the field of education in various ways. Professionals must be ready to operate within ongoing innovative processes and to integrate innovations into their current activities. A number of experts have remarked upon the successes of the reforms of the Russian educational system as a whole and have identified the core problems facing reformers.

In the report “Higher Education: 2008–2016 Agenda” (Volkov, Livanov, and Fursenko 2009) the authors identify the following trends in the development of this sector of the education system: mass appeal, commercialization, and information transformation. Though they offer comprehensive measures for affecting change, they note that the main obstacle preventing progress is the lack of educational administrators who are ready to assume responsibility and “play the long game.” The results of changes will be visible only after five to ten years of persistent hard work that is often unpopular. According to the authors, poor

public understanding of the reform plan and the sustained interest of some educational workers in preserving the status quo complicate and slow down the implementation of reforms.

The report of the “New School” expert group, which is dedicated to the development of education and socialization in the Russian Federation in the medium term (Frumin and Kasprzhak 2012), has indicated a range of problems that have caused a rejection of many organizational and economic innovations. A key constraint here is also the failure of a significant part of the population and the professional community to adopt proposed modernization measures. The authors state that, people are hesitant to adopt reforms because they lack specific details about the long-term obligations of the state to support such reforms and the fact that certain innovations are poorly developed. However, the basis for a lack of confidence in the changes consists in the fact that they are imposed from above and are not the result of grassroots efforts. Thus, the problems that have arisen during the implementation of institutional reforms testify to the weakness of social and professional communication in education and the urgent need to find mechanisms to involve local communities, professional groups, and teachers groups in the modernization of education.

V. Bolotov dispels the myths of low-skilled Russian school-teachers. Nevertheless, he believes that the modernization of teacher education is necessary (Bolotov 2012). In his opinion, an important condition for the success of the planned reforms is an active engagement of the professional community that is involved in teacher training.

M. Barber and his colleagues emphasize that to achieve really significant changes in the education system, we need to combine gradual reform methods with progressive ideas for system innovation. In order to develop such ideas, we first and foremost require professionals with the necessary qualifications and skills (Barber, Donnelly, and Rizvi 2012, p. 3).

Thus, data from the international OECD study and the expert opinions of Russian specialists confirm that the reforms of the education system are innovative. Yet how can innovations be

applied in the field, and who are these innovators of the educational system?

The 2014 Competition for Innovation in Education was conducted in order to monitor existing innovative projects of the Institute of Education at the HSE.³ Active participation in the contest suggests that there are innovators on the ground. There are people who promote their educational ideas and carry out actions that are aimed at implementing innovations. Within the framework of the contest, a study of participants was conducted in order to identify the main features that characterize a modern innovator in the field of education, their distinctive social and professional characteristics as well as their value orientations.

The Concept of Innovation in Education

The concept of “the innovator,” and especially “the innovator in the field of education,” has no universally accepted definition. There are a number of theories of innovation, which in particular discuss the role of the actor who implements innovations or participates in innovative processes.

The concept of “innovation” was used even by Niccolò Machiavelli and Francis Bacon, who referred to changes that have not yet reached the stage of implementation (Godin 2008). And even these writers noted the majority resist the implementation of innovations.

G. Tarde stresses that innovation is something completely new and that it is closer to being an invention than simply a development of existing phenomena or processes (Taymans 1950). D. Schumpeter, in contrast, defines innovation as the implementation of new combinations: A new approach to the use of already known resources, the search for new sales markets, and the destruction of obsolete mechanisms (reorganization), and so forth (Schumpeter 1949). He stressed the key role of the innovator or entrepreneur as the driving force behind the innovation process.

E. Rogers identifies five characteristics of innovation in his theory of the diffusion of innovations: value (it is superior to something that came before), compatibility (it matches the

values, experiences and needs of potential customers), complexity (it is simpler and more convenient than what came before), divisibility (it can be tested and experimented upon), and sociability (it can be discussed, information field) (Rogers 1962). According to Rogers's definition, to be an innovator means to have the following obligations: control financial resources in order to minimize possible losses that result from loss-making innovations; understand and apply complex technical knowledge; be able to cope with a high degree of uncertainty about innovations; be willing to accept the occasional setback when an innovative idea does not find resonance with the community or is not as effective as expected. One of the characteristics of an innovator is a willingness to take risks. According to Rogers, innovators are necessarily cosmopolitan. They need to communicate with their peers abroad while at the same time act as the main disseminators of innovations in their local community.

A modern definition of innovation is provided in OECD documents: An innovation is the introduction of a new or significantly improved product (good or service) or process, a new marketing tool or a new organizational method in business practices, the workplace or external relationships. This is the definition that is used in the measurement of the degree of innovativeness of different educational systems (OECD 2014a). The OECD has formulated four main objectives, which are aimed at addressing innovation in education: improving learning outcomes and the quality of educational services; equalizing access to quality education; improving the efficiency of the delivery of educational services and the administrative system as a whole; meeting the needs of a rapidly changing society.

Based on the concept of innovation and challenges of innovative projects in the field of education that the OECD has developed, we have formulated the following definition of the "innovator in education" concept: These are actors who generate and promote their own ideas or adopt innovations. The actors are open to new experiences and are ready to take risks. They take the initiative and apply imagination and creativity. The innovator's activity in education is aimed at improving the results and

effectiveness of education, equalizing access to quality education, and improving the administration of the education system in accordance with the actual needs of modern society.

This study focuses on the specific value orientations of innovators in the field of education. We rely on the approach of S. H. Schwartz and W. Bilsky: “A value is an individual perception of a desired goal. This value determines the motives and mindset of the person when dealing with a number of situations in life, and it determines the person’s attitude to many aspects of life” (Schwartz and Bilsky 1987, p. 553).

The values that are important to a person also influence that person’s behavior (Bardi and Schwartz 2003; Roccas et al. 2002). The value profile of a society largely determines the course of its development and the way its social processes are carried out (Inglehart and Baker 2000; Schwartz and Bardi 2001; Schwartz and Sagie 2000). The cultural, or value, orientations of a given country depend on the creativity of the society and the degree to which its citizens are inclined to engage in innovative behavior (Lebedeva 2012; Lebedeva, Bushina, and Cherkasova 2013).

Research Design

The study sample was compiled by participants in the Competition for Innovation in Education. The people selected were those who are already carrying out actions aimed at promoting innovation. A similar approach to the creation of the sample was actualized in the project to study the concept of Self within the innovators in the field of technology (Hellström, Hellström, and Berglund 2002).

Empirical research base

The study is based on data from the Contest for Innovation in Education survey. A total of 577 innovation projects were submitted to the contest. Project teams consisted of one to six people. The survey was conducted electronically after applications

for participation were collected. The survey involved 304 people, including 227 project managers.

In order to compare the value profiles of innovators in education and the Russian population as a whole, the results of the last (sixth) wave (year 2012) of the survey of the population conducted by the European Social Survey) were used.⁴ In our country, this survey is conducted by the Institute for Comparative Social Research.

Schwartz's Portrait Values Questionnaire

Schwartz's theory of values identifies ten core values, which determine overall goals (benchmarks) in life. By prioritizing a particular value, the individual constructs a motivation for their actions in accordance with this value. Actions are broadly aligned with each value in the broad sense. These actions are, in turn, determined by the following (Schwartz 2012, pp. 4–7):

- (1) Self-direction—freedom of thought in decision making, creativity, and a propensity for innovation;
- (2) Stimulation—the desire to seek out the new, sentimentality, and a penchant for adventure;
- (3) Hedonism—seeking out pleasurable experiences, sensuality;
- (4) Achievement—the desire for personal success and the demonstration of one's own skills in socially approved forms of activity;
- (5) Power—the desire to achieve social status, prestige, control, and dominance over people or resources. Both the values of power and achievement are focused on how the individual is assessed by society, though achievement is the desire to demonstrate status that has been earned by one's own successful activities and power is the desire to consolidate one's dominant position in the social hierarchy;
- (6) Security—preference for security, harmony, and sustainability in social and personal relationships. It is the manifestation of one's own stability;

- (7) Conformity—the exercise of restraint in one’s actions and when voicing one’s own opinion; the avoidance of violations of social norms;
- (8) Tradition—respect for traditions and agreements as well as the adoption of ideas and rules from existing cultures or religions. Conformity and tradition are values that are close in terms of behavioral motives that prompt people to adopt them. However, they differ in terms of their scale: the value of tradition motivates people to behave consistently with the dominant religion or social order, whereas conformity is the willingness to adapt to the behaviors of people encountered in daily life;
- (9) Benevolence—the maintenance of the well-being of people close to the individual. People who wish to show benevolence and conformity are motivated to engage in cooperative and supportive behaviors, but benevolence in particular helps a person internalize these motives, while people whose personalities are conformist engage in such behavior largely due to a desire to avoid negative consequences;
- (10) Universalism—patience, and protection of all peoples and nature.

The range of their answers to all questions is the same: (1) “This value strongly applies to me”; (2) “This value applies to me to a large extent”; (3) “This value applies to me a little”; (4) “This value applies to me somewhat”; (5) “This value hardly applies to me”; (6) “This value does not apply to me at all.” (In order to calculate individual and group assessments in accordance with the value indexes, the range was inverted in order to ease interpretation: in this case more points correspond to a particular value being have greater significance for its holder.)

Schwartz’s Portrait Values Questionnaire was used in order to quantify the significance of a particular value. In its modern version, the questionnaire measures all ten core values on the basis of 21 portrait descriptors⁵ (Schwartz 2012; Schwartz and Bilsky 1987, 1990). Based on the answers of respondents,

ten value indexes (from “This value strongly applies to me” to “This value does not apply to me at all”) are created according to each description (Table 1).

The validity and cross-cultural equivalence of the questionnaire has been confirmed by numerous studies (Davidov, Schmidt, and Schwartz 2008; Schwartz 1992).

Sociodemographic Characteristics of the Innovator in Education

One-third of survey participants (33.8 percent) are employees of non-educational institutions, 29.1 percent are instructors at universities and colleges, and 25.6 percent are schoolteachers. College students (27 percent), and even schoolchildren (7 percent) participated in the contest.⁶ Participation in the survey was voluntary, and it was mainly employees of educational institutions at various levels who provided their consent, whereas schoolchildren, college students and employees of unrelated non-education institutions showed practically no interest in the study.

The questionnaire included two questions about work: one concerned the form of employment of the respondents, and the other asked about the field they worked in. Most of the respondents at the time of the survey were working full-time (77 percent) and 15 percent were working part-time. More than a third were teachers or researchers at institutions of vocational education (34 percent). Almost a quarter were schoolteachers (23 percent), and one in six were teachers at extracurricular educational institutions (17 percent). About 30 percent of schoolteachers and 20 percent of employees at vocational training institutions combine teaching classes with performing administrative functions. People who have their own business that is not necessarily related to education (10 percent) also participated in the study (see Table 2).

All respondents have higher education, one third hold a candidate or doctor of science degree (33 percent), and 1.7 percent of respondents have a MBA degree. Among the specializations in which survey participants have received

Table 1

Operationalization of Ten Core Values in Schwartz's Portrait Values Questionnaire

Security	<p>It is important for people with this value to live in a safe environment. These people avoid anything that might endanger their safety.</p> <p>It is important for them that the government ensures their safety in all respects. These people want the government to be strong so that it can defend its citizens</p>
Conformity	<p>This group believes that people should do what they are told. They believe that people should always follow the rules, even if no one is watching.</p> <p>It is important for them to always behave correctly. They try not to do things that other people might condemn</p>
Tradition	<p>For these people, it is important to act in a simple and humble manner. They try not to attract attention to themselves.</p> <p>They value traditions. They try to follow religious and family traditions.</p>
Benevolence	<p>For these people, it is very important to help the ones around them. They want to look after their welfare.</p> <p>It is important for them to be true to their friends. They want to devote themselves to those who are close.</p>
Universalism	<p>For these people, it is important that every person in the world be treated equally. They believe that everyone should have equal opportunities in life.</p> <p>For them, it is important to listen to the opinion of others who disagree with them. Even when they disagree with others, they still want to understand their point of view.</p> <p>They strongly believe that people should protect nature. It is important for them to care for the environment</p>
Self-direction	<p>It is important for them to come up with a new and creative approach to everything. They like to do everything their own way and in an original fashion.</p> <p>For them, it is important to make independent decisions about what to do. They like to be independent and not depend on others.</p>
Stimulation	<p>These people like surprises. They always try to find new tasks to perform. They believe that it is important to try a lot of different things in life.</p> <p>They seek out adventures and like to take risks. They want their life to be full of events.</p>
Hedonism	<p>It is important for these people to have a good time. They like to pamper themselves.</p>

(Continued)

Table 1
(Continued)

	They seek out every opportunity to have fun. For them, it is important to do whatever gives them pleasure.
Achievement	It is important for these people to show their abilities. They want people to admire what they do.
	It is important for them to be very successful. They hope that people will recognize their achievements.
Power	It is important for these people to be rich. They want to have a lot of money and expensive things.
	It is important for them to be respected. They want people to follow their orders.

Source: Schwartz 2012.

diplomas, the most common is “education and pedagogy” at 28 percent, followed by “social science” (17.6 percent) and “humanities” (13.5 percent) (Figure 1).

Table 2

Employment of Respondents (N = 304)

	Number (of people)	Share (%)*
Schoolteacher	71	23.3
I hold an administrative or managerial position at the school	46	15.1
I am a teacher or researcher at a university/college/technical school, etc.	104	34.1
I occupy an administrative or managerial position at an institution of higher education/college/technical school, etc.	41	13.4
I work in an extracurricular educational establishment	60	19.7
I work in an administrative educational institution.	3	1.0
Entrepreneur	30	9.8
I am working only on the current project	14	4.6
I work in a different organization that is not connected with education	26	8.5

*The total exceeds 100% because respondents could choose more than one answer. Basically, it is the combination of teaching in a school or university with the performance of administrative work at the same institution.

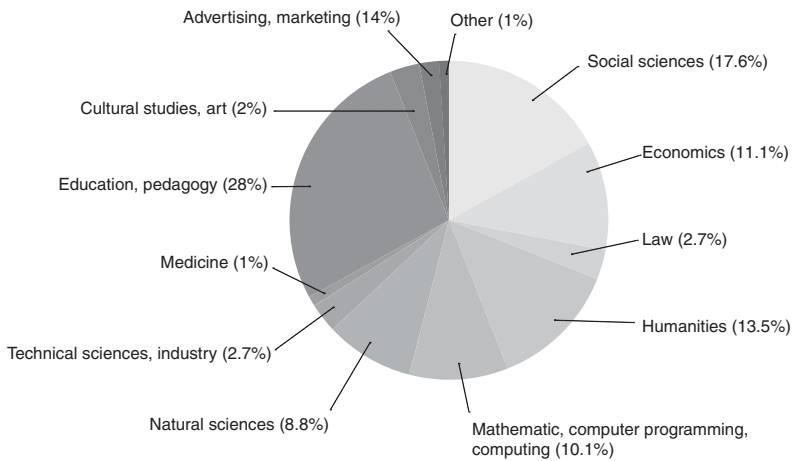


Figure 1. **Specializations of Respondents** ($N = 304$)

Most respondents who are participants in the Contest for Innovation in Education are actively involved in various forms of extracurricular education (trainings, courses, seminars, etc.). Over the past three years, two-thirds of respondents have taken short-term trainings and online courses (20 percent on a regular basis and 43 percent occasionally), and nearly 84 percent have taken full-time courses (21.6 percent on a regular basis and 62 percent occasionally).

Value Profile of Innovators in Education

The analysis of data obtained using Schwartz's Portrait Values Questionnaire shows that innovators in the field of education find the values of autonomy, universalism and benevolence to be the most significant (Table 3): They figure highly in their hierarchy of values, and they determine the behavior of respondents to the greatest extent.

The high rate of self-sufficiency according to Schwartz's questionnaire suggests that the person is independent in his actions and does not care about the opinions of others. The person is not afraid of the new, and he is characterized by ingenuity and

Table 3

Hierarchy of Values of Participants in the Contest of Innovations in Education ($N = 304$) **and the ESS studies in 2012** (Russian sample, $N = 2458$) (mean centered evaluation)

Value	Contest for Innovation in Education	ESS Study
Self-direction	0.95 (0.66)	0.16 (0.71)
Universalism	0.72 (0.67)	0.3 (0.62)
Benevolence	0.62 (0.66)	0.36 (0.7)
Security	0.07 (0.91)	0.55 (0.81)
Achievement	0.02 (0.98)	-0.1 (0.84)
Stimulation	0.02 (0.96)	0.8 (1.07)
Tradition	-0.29 (1.03)	0.1 (0.87)
Hedonism	-0.78 (1.1)	-0.51 (1.02)
Conformity	-0.83 (0.99)	-0.7 (0.88)
Power	-0.86 (0.9)	-0.16 (0.81)

Note: The standard deviation is presented in parentheses. The differences were statistically significant for all value indexes except achievement (p value < 0.05).

Here and later a centering device is used in order to avoid differences in the style of the respondents' answers to the questions (some are more inclined to choose extreme positions, some less). When centering is performed, an average score is calculated for all the descriptions (21 portraits). This score reflects the average significance of all values for the respondent, and it is subtracted from each of its ten value indexes. When interpreting scores, it is useful to note that a score close to zero indicates that the respondent finds the significance of this value to be about equal to the average significance of all values. A score above zero means that the respondent finds this value to be more significant than other values. A negative score, on the contrary, means that the respondent finds the value to be less significant.

curiosity. The person seeks to control what happens, and he relies on his own skills and abilities.

The fact that respondents highly value universalism and benevolence means that they want to direct their activities to improving the lives of others. The values of universalism and benevolence have been combined into a larger category of "attitudes that consider the needs of others," meaning those values that promote the common welfare and benefit of others, as opposed to ones that only satisfy the interests of personal well-being. Universalism is a positive attitude that is aimed at a broad social group. It is a desire for peace for everyone, the promotion of the general welfare and benevolence that is largely aimed at a person's

immediate environment: family members, colleagues and those with whom a person interacts regularly.

Respondents who participated in the Contest for Innovation in Education obtained average scores for such values as security, achievement and stimulation. Therefore, these values are significant to them. The respondents would like to live in a stable society, and they are interested in ensuring that their activity is respected for its merits by others as well as by themselves. However, they do not find that all of these values are so important that they determine their behavior.

The lowest scores were given to such values as tradition, hedonism, conformity, and power. Contest participants are not guided in their behavior by a desire to please their loved ones. Ignoring their own views and interests, they are not afraid to break with existing social norms. Also, they are not characterized by a desire to obtain and retain power that is not based on their own achievements.

The hierarchy of value orientations of the participants in the Competition for Innovation in Education is significantly different from how Russia's population as a whole prioritizes its values (Figure 2). First of all, the participants in the innovation process in the field of education are much more committed to the values of autonomy and self-direction in their actions and judgments. They are guided by the values of *universalism* and *benevolence*, that is, their activities are motivated by a more positive attitude than is true of the population of Russia as a whole. Across the Russia-wide sample, the indicators for these values are also positive, although not as high.

The surveyed contest participants did not rank the value of being willing to adopt a new, active lifestyle (*stimulation*) very highly, but the ranking of this value is much higher than for the sample as a whole across Russia, where stimulation is ranked at the bottom. In other words, this value plays almost no role whatsoever in guiding the behavior of the majority of Russians.

The remaining values in the hierarchy of contest participants are ranked lower than in the hierarchy of the average Russian. Thus, the value of security has a high positive value in the sample

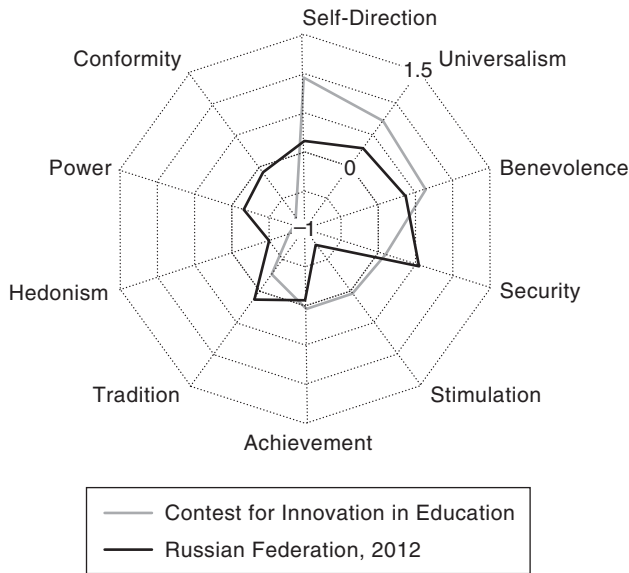


Figure 2. Average Scores According to Value Indexes. The ESS study (2012) and the survey of participants in the Competition for Innovation in Education

of the ESS study, and it is close to zero for education innovators. The ratio of the value indicator for *risk* to the value indicator for *openness to new experiences* is the opposite, and on the whole these data suggest that innovators rely on the protection of others or the state to a lesser extent than Russians in general, and they are prepared to meet difficulties and overcome them on their own.

Russian society has traditionally been characterized as conservative. This is shown by the relatively high scores for the values of *security*, *tradition* and *conformity* in the 2012 ESS study: they come in 1st, 5th and 6th places, respectively. Similar findings were reached in a study conducted on the basis of ESS 2006 data (Magun and Rudnev 2008, pp. 42–43). In the value hierarchy of participants in the Contest for Innovation in Education, the value of *tradition* comes in 7th place (-0.3), and the value of *conformity* comes in last (-0.8). For them *security* comes in 4th place: obviously, the ranking of this indicator reflects the high demand

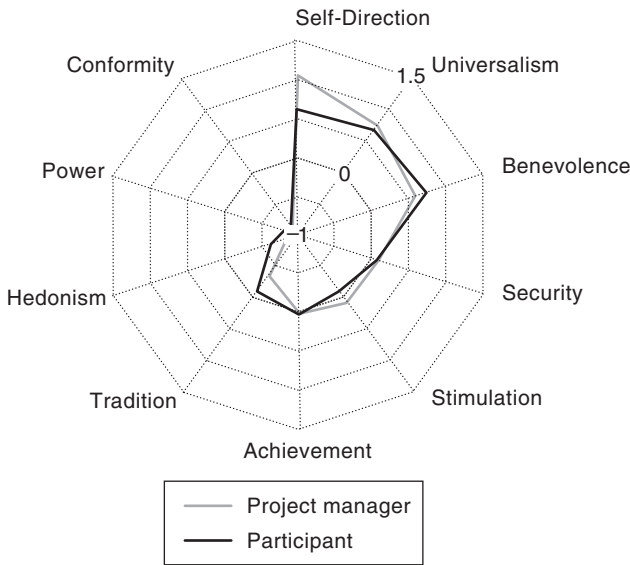


Figure 3. Average Scores According to Value Indexes of Innovators in Education. Comparison of Project Managers and Participants

across Russia for security and stability. For potential reformers and entrepreneurs in the field of education, *security* is no less (and perhaps somewhat more) important than for the rest of the citizens in the country.

When comparing the value hierarchy of those who participated in the contest as project managers and those who were only project participants, statistically significant differences were found only in the index of *self-direction*: this index is much higher for project managers (Figure 3). This result is expected and logical, since managers must be prepared not only to take part in the innovation process, but they must also initiate a project, assemble a team and promote their own idea. The remaining value portraits of project managers and participants are similar.

Conclusions

The study showed that specialists, including employees of educational institutions at various levels, employees of organizations

not directly related to education, as well as school-age children and college students are prepared to implement and propose innovations in the field of education. Innovators are distinguished by their high level of education and active participation in extracurricular educational activities.

Surveyed participants in the Contest for Innovation in Education noted that the values of self-direction, benevolence and universalism were highly significant to them. This reflects their orientation towards taking active measures that are aimed at improving the lives of both their loved ones and society as a whole. In addition, they are characterized by a willingness to take risks and to achieve their goals as well as being open to new experiences.

Contest participants differ from the Russian population as a whole in their value priorities. According to the results of a nationwide sample taken across Russia, self-direction, benevolence and universalism are not the values that the population finds to be most significant. In addition, the values of tradition and conformity, which largely guide the lives of average Russians, are not significant for the innovator in the field of education.

Managers of innovative projects to a greater extent than mere project participants are characterized by their focus on self-direction, but otherwise the value profiles of participants and managers are the same.

The survey gives us reason to assert that in the field of education there is a core of specialists who are ready not only to accept reforms “from above”, but also to act as the initiators of grassroots innovation, which are popular innovations that are adopted in the field.

Notes

1. Innovations in organizational policies and educational administration can be judged by the following factors: (1) increases in the use of financial incentives to attract and retain teachers; (2) strengthening the use of assessment data to monitor the annual progress of students; (3) increases in the number of special classes in mathematics and natural sciences for remedial students; (4) increases in the number of electives offered in elementary school; (5) increased participation of parents on parent(teacher committees.

2. Innovative criteria for the assessment of teaching practices include the following: (1) the use of textbooks as basic resources in the teaching of the natural sciences; (2) differentiation in the levels of knowledge in middle and high school classes; (3) increased use of the computer as a source of information; (4) expanded access to the Internet in the classroom.

3. The terms of the contest did not present any stringent requirements restricting innovative projects to a particular educational area, a particular educational issue, who must be included on the project team, and so on. This broad framework is due to the fact that at this stage of the study only grassroots innovation is under analysis, including mass innovations or innovations from below. The official website of the Competition for Innovation in Education is: <http://www.kivo.hse.ru>.

4. The Russian-language site for the study is: ess-ru.ru.

5. In its full version Schwartz's Portrait Values Questionnaire consists of 40 portraits of abstract people that the respondent must assess on a scale of 1 to 6, from "This value strongly applies to me" to "This value does not apply to me at all."

6. The total exceeds 100 percent because respondents could choose more than one answer.

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