

Article

Enabling Innovation in Higher Education: A Framework for Everyday, Strategic, and Radical Change

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Abstract

Higher education is in a period of change driven by increasing demands for student-centred learning, flexible delivery, and stronger industry relevance. While innovation in course design is widely recognised as essential, academics often face barriers such as limited time, institutional constraints, budget and financial constraints and risk aversion. Building on previous pedagogical and innovation models, this paper presents the enabling innovation framework, developed through an iterative, design-thinking process and grounded in Rogers' Diffusion of Innovation theory. The framework conceptualises three interconnected modes of innovation: everyday, strategic, and radical. The development of each mode highlights the importance of time and scholarly activity as underpinning concepts of the framework. Everyday innovation involves small, often spontaneous adjustments to teaching practice; strategic innovation is collaborative and aligns with institutional or program-level goals; and radical innovation is transformative, disrupting existing practices to create new cultures of learning. Together, these modes offer multiple entry points into innovation, encouraging academics to engage meaningfully with course design regardless of their level of risk appetite or institutional positioning. By framing innovation as a continuum supported by scholarship, the framework provides educators with a practical scaffold to initiate and sustain pedagogical change. This work argues that enabling innovation at different levels fosters a stronger culture of creativity, adaptability, and quality in higher education teaching and learning.

Keywords: higher education; pedagogical innovation; everyday innovation; strategic innovation; radical innovation; enabling innovation framework

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1. Introduction

Higher education is undergoing a time of disruption driven by a demand for improved outcomes, student-centred learning and more flexible opportunities with a stronger connection to the real world (Victorino et al., 2022; Major et al., 2020; Fitriyah et al., 2025). The traditional learning culture has been challenged, and the institution is being forced to adapt and modify itself to survive rapid changes evident in industry and the evolution of the discipline fields that higher education serves (Fitriyah et al., 2025; Liu, 2024; Major et al., 2020; Victorino et al., 2022; Walder, 2014a, 2015; White & Glickman, 2007). This disruption has created a need for innovation in the design of learning

programs and teaching across the sector. This paper presents a framework to support higher education educators to explore new and creative pedagogical and curriculum design. Enabling higher education staff to be innovative in their course design has often been difficult as the design of learning can be restricted by the limitations of tradition, standards, and expectations (Walder, 2014a; Wood et al., 2019; Fitriyah et al., 2025). Thus, bringing innovative ideas into course design can be difficult due to a lack of encouragement and understanding of how to be innovative in teaching or course design. Existing frameworks do not offer practical scaffolding across every day, strategic and radical innovation. Thus, we saw a need to develop a model that would assist educators to be more innovative in their course design. This paper presents both the framework that was developed and the methodology that was used to develop the model. Importantly, the authors of this paper each have a strong history in innovation in higher education over a number of years, both with research (Cain et al., 2024; Campbell & Tran, 2021; Al-Harthi et al., 2018; Wood et al., 2019) in the area and with innovative practice (Korf & Campbell, 2019; Thomson et al., 2017). This meant that they were well placed to carry out this development work.

In this paper, we define innovation in the context of higher education as changes made by educators that disrupt their usual patterns of teaching and learning to improve the outcomes for students and impact their thinking in noticeable ways (Major et al., 2020; Walder, 2014b). Innovation may be radical and disruptive to previous learning design, or it may be focused on a single component or element in a program. Effective innovation is intentional and responsive to the context, and it includes not only the advantages of technology but also broader elements of teaching such as the learning environment, classroom interaction and collaboration, and the role of the teacher. We propose a framework that demonstrates the continuum of innovation (Major et al., 2020) and supports academics with a scaffold that enables their explorations of new ways to design learning. In this time of disruption and uncertainty in the education space, we suggest this framework that encourages quality pedagogical innovation that is novel, beneficial to students and impactful on student outcomes and the student learning experience.

2. Literature Review

What Is Innovation?

Innovation defines a process or action that is new, novel or different, called upon when a wicked or complex problem requires a solution (Walder, 2014b). It has not always been linked with the field of higher education, where tradition and stability have been hallmarks of excellent experience for students. Walder (2015) observed that “innovators have been patiently waiting for support for pedagogical innovation, whether it be financial, specialised, institutional, or related to human or technical resources” (p. 186) when describing the parameters of innovation in higher education institutions.

Innovation in the design of learning in higher education has been prompted spontaneously by change in response to an unexpected or unpredictable situation (Major et al., 2020; Victorino et al., 2022; Walder, 2014a, 2014b). COVID-19 created a need for urgent innovation in the design and presentation of learning, allowing students who normally went on campus for classes to continue studying online while locked down (Fitriyah et al., 2025; Major et al., 2020). The use of technology in higher education teaching had been slowly changing the approaches and opportunities, but in early 2020, the speed of innovation changed abruptly to meet these new demands (Fitriyah et al., 2025; Liu, 2024; Victorino et al., 2022). The shift to online learning that began with COVID-19 continues to permeate all programs and institutions, driving the need to intentionally design for online learning first, including a strong focus on the opportunity for students to engage with and manage their learning in multi-modal ways. Student-centric learning with a subsequent movement away from classroom/teacher centred learning required new approaches and

designs and innovation that was both radical for programs and personal for educators (Victorino et al., 2022).

Educators have had to adapt their learning design and teaching practice for other reasons such as increased accessibility for students from marginalised areas, which have resulted in a greater diversity of students coming into the academy. They in turn expected a more active learning experience; technology has continued to afford greater access to resources and knowledge, with teacher-centric learning experiences no longer valid as best practice (Major et al., 2020). As learners changed, educators were required to make adjustments and be responsive in their teaching. This included the design of learning activities and also the design of assessment. Previous research shows that while innovation in times of disruption is important and necessary (Cain et al., 2024), there is a need for innovation at all times and not just at times of major flux such as during COVID-19.

A deeper understanding of the effectiveness and purpose of assessment led to greater need for innovative assessments that apply and transform information rather than reporting back presented knowledge (Major et al., 2020). Industry required evidence that graduates would not only be able to recall information but to use their learning in creative ways to address unexpected situations. Along with deeper understanding of how to better assess student learning came the introduction of artificial intelligence and new technologies, changing the way students were able to share their learning.

The quality of the teaching learning experience has become increasingly valued (Major et al., 2020) as institutions increasingly compete for student enrolments. Harvey and Williams (2010a, 2010b) defined five categories of measures of quality in higher education, with their criteria remaining relevant when thinking about innovation. Quality can be identified by its exceptionality, its fitness for purpose, its value for money, and the level of transformative experience it offers for learners. In a time of online, self-managed learning, quality begins with the design of learning, including the planning, the use of multiple access points, and the opportunity for individualisation of the learning materials and experiences (Sackdanoung, 2024). The learning design must recognise the diversity of the student body and engage students who are distracted and busy by providing relationship, reflection, improvement, transformation, novelty and a connection between technology and pedagogy. Previously, we argued that the design of innovative learning can be restricted by the limitations of standards and standardised expectations (Walder, 2014a; Wood et al., 2019; Fitriyah et al., 2025). Innovation may be the key to engaging students in today's education world.

The expectations of industry and the work environment to be involved in the design of learning in higher education also drive innovation in higher education learning design. Employing bodies and agencies describe their requirements through sets of standards that they expect to see in graduates with a focus on the practical elements of work in a field. Employers have different expectations and requirements and are more closely involved in the design of programs and outcomes (Major et al., 2020; Victorino et al., 2022). Academic study includes both practical and theoretical learning, and designers need to be able to creatively bring the world of work and the world of the academy together and ensure that students experience foundational knowledge as well as current research-informed knowledge in their learning. Such a dilemma will be addressed through innovative thinking at the design level. New uses of technology, collaboration, multi-purpose learning spaces and opportunities need to be imagined in the design in order to connect and support innovative practice that addresses the requirements of industry partners.

While disruptive innovation theory was considered to underpin this work, it was discounted as the main theory. Disruptive innovation can occur in response to an unexpected need or a challenging situation (Christensen, 1997; Christensen et al., 2015) such as those thrown at us during COVID-19. One reason it was not used is that it has previously

been associated with goods and services (Cain et al., 2024). While important to acknowledge this may have subconsciously influenced the authors, we consciously chose the theory underpinning this paper to be Rogers' Diffusion of Innovation theory, as this is one of the oldest and commonly used models of innovation adoption. Rogers defines diffusion as "the process in which an innovation is communicated through certain channels over time among the members of a social system" (Rogers, 2003, p. 5). The four core elements of Rogers' theory are innovation, communication channels, time, and the social system (Rogers, 2003). This work particularly finds the concept of categorisation of adopters to be especially important. The categorisation includes innovators, early adopters, early majority, late majority, and laggards, which has often been used to describe uptake by individuals of new educational tools. This theory is widely used in education and important in the authors' previous research work and thus resonated well with this framework.

The aim of this work is to enable academics to explore innovation in their teaching for the purpose of improving the student experience in their courses.

This paper is framed by the following research question:

1. What type of framework can enable innovation in course design that enhances student engagement and learning?

3. Materials and Methods

To answer the research question, several meetings were conducted, including an initial meeting with another colleague who worked in the same type of role (Sub Dean in learning and teaching at a regional Australian university). Meetings after the initial one were just the two of us in the room, taking time and thinking creatively using a co-generative dialogue way of talking (Gribble & Campbell, 2025). By using a co-generative dialogue, meetings were reflection and solution-orientated around our problem. These meetings were conducted with mutual research and collaboratively to create an innovation framework which in turn improves the teaching and learning process. These characteristics of co-generative dialogue were described by Martin (2006). Our meetings were between 60 and 90 min in length and went through an iterative design process, and while each session was not recorded, detailed notes were taken by the two authors.

Using design thinking with the approach described by Foster (2021), we were able to take the time to delve deeply to better understand the problem and focus on what we knew and what we needed to know. This allowed us to think about the overarching question, problem, and then how we might solve this. The meetings began with the idea that we need to allow academics to innovate in their course design. After reading the literature and experiencing and creating various types of innovation, we felt we had the end in sight. Thus, we structured our meetings to enable dialogue to develop around the key ideas of innovation. Based on current innovation theory (Major et al., 2020; Rogers, 2003; Walder, 2015), we discussed the innovation, our contextual importance, and how our framework needed to be different to other prior frameworks to solve the problem we had and to enable innovation. Thus, we talked in terms such as innovation, communication channels, social system, and time. This allowed us to really flesh out how to enable innovation in our higher education context.

To form and build on our thoughts on innovation, we used a co-generative dialogue discussion technique in meetings (Tobin, 2006). It can be described as "a form of structured discourse in which teachers and students engage in a collaborative effort to help identify and implement positive changes in classroom teaching and learning practices" (Martin, 2006, p. 694). We had regular meetings where we discussed innovation and what it meant to each of us, identifying both success and challenges as well as concrete examples of innovation. This in turn became the innovation diagram presented in the Results Section 4.

Co-generative dialogue in education can be described as a reflective, solution-oriented peer conversation and can be characterised by mutual respect and collaboration (El Kadri & Roth, 2015; Roth & Tobin, 2001; Tobin, 2006). Importantly, this way of discussing and building dialogue uses the principles of equity, respect, and inclusion. It is expected those in the meeting will have an equal voice and take turns speaking, as well as listen attentively to one another, and that they will also value diverse perspectives (Hsu, 2021). As mentioned, our ideas and the themes were captured through detailed notes, and with an iterative design approach, we continued to build on our work. At the beginning of the next meeting, we would check our notes from the last meeting to use as inspiration for the next meeting. Over several meetings, the framework was developed.

There were several versions developed during the design phase of the project, as part of an iterative design process similar to Reeves's (2005) design-based research model. This iterative process allowed us to refine as needed. However, only the final version has been shared in the results. As part of the design phase, this model has been shared with various colleagues at two universities in the form of short presentations with the aim of demonstrating how innovation can be put into course design. Framed within Roger's Diffusion of Innovation theory (Rogers, 2003), this allowed for discussion around innovations and the types of innovation. This sharing allowed for confidence in the framework and the desire to share it further. Interestingly, throughout the sharing process at both universities, we asked for feedback, and only minor feedback and tweaks occurred. These have not been detailed as they are very minor, and the framework did not change in any way. Examples of the minor tweaks is the fixing of a typo in the framework image, improving capitalisation, making dot points consistent, and ensuring the assessment example in *everyday innovation* is clear. In addition, only the words to describe the various innovations were modified to be more general for a larger audience.

4. Results

In trying to explain a way to consider innovation, we described a culture of innovation that offered different entry points, thus allowing wider access to being part of that culture and building a culture that enabled innovation across a workplace. Table 1 compares the new framework to the models suggested by Walder (2015) and Major et al. (2020), highlighting where the models coincide in their descriptions of innovation. Across the three models, innovation is always about improving the learning experience for students by offering something new or novel in the learning experience, the way students engage, or the outcomes. It benefits all stakeholders. While both Walder (2015) and Major et al. (2020) define innovation through its elements, our model suggests that it is the timing and level of action that define the innovation. There are layers of innovation, or a continuum that begins with small responsive new practices; a layer that embeds these new practices in innovations that respond to factors beyond a single teacher classroom; and the most complex final layer, where there is major change that is viewed as sustainable or critically disruptive.

Table 1. A comparison of earlier frameworks/models for innovation with the current framework.

Major et al. (2020)	Walder (2015)	Campbell and Wood Current Framework
Pedagogical innovation happens when there is a drive to improve the quality of teaching in HEI, due to external factors and student feedback. It is a continuum from ‘small i’ innovation to ‘big I’ innovation.	Pedagogical innovation happens because there is a need to bring novelty to the classroom to re-engage students and professors.	Pedagogical innovation happens because of a drive to improve the student experience, to increase enrolments, and to meet the demands of industry/field.
It is described as • Newness • Benefiting the institution, students and stakeholders • Bringing value to the learning community	There are 6 parameters • Professor • Students • Scholarship of Teaching and Learning • Culture of the institution • Culture of discipline • Reality outside the institution	It is described as • Everyday Innovation • Strategic Innovation • Radical innovation
Underpinned by • Context • Outcomes	Underpinned by • Cultural and contextual drivers that come from collegial interactions and student feedback.	Underpinned by • Scholarly Activity • Time

An enabling culture of innovation includes everyday actions, strategic actions and radical actions, all underpinned by two key elements. These are time, and in the instance of higher education, scholarly activity, as can be seen in Figure 1.

Enabling innovation

**Figure 1.** Overview of the enabling innovation framework.

There are three enablers of innovation, which are described in detail below. Briefly, they are *everyday innovation*, *strategic innovation* and *radical innovation*. These are unpacked in further detail below.

Everyday innovation, as shown in Figure 2, is the innovation that is small and takes minimal effort. It might be a tweak of existing practice or an unplanned action in response to a student or situation. On reflection, the individual sees that it had a positive impact and worked to bring change. It becomes part of practice easily and with minimal effort. An innovator or early adopter (Rogers, 2003) injects everyday innovation into their teaching as an immediate response to student engagement or feedback and validates their innovation through scholarly reading and collegial feedback. However, a laggard may only explore everyday innovation when the institution requires change, taking a minimal approach to meet leadership expectations.



Figure 2. Everyday innovation and some of the ways innovation can occur in learning and teaching.

Strategic innovation is innovation that is a proactive response to the big picture of an organisation or context or to an issue or challenge that affects the whole school, faculty, or university (see Figure 3). It would usually be a collaborative piece of work, developed as a project that has value in a wider context than a single subject, course, or program. Small innovations become strategic when those who have experimented can see a wider impact and through scholarly reflection strengthen and embed these changes across their practice. This is the moment when the early/late majority starters (Rogers, 2003) recognise the gains of the innovators and are open to innovation in their own practice.

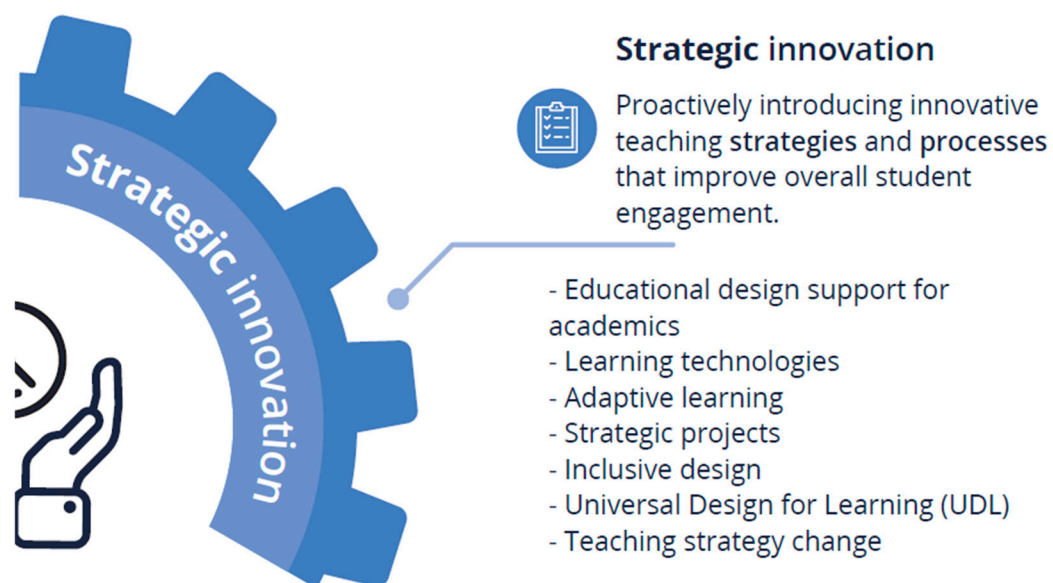


Figure 3. Strategic innovation and some of the ways one can innovate strategically.

Radical innovation is both transformative and impactful across a wide context, and it is disruptive of existing practice or process. Examples of this also include being collaborative, that is, relying on diverse perspectives and experiences coming together to challenge what is happening (see Figure 4). It can have risks when implementing, but these risks can be managed, and it comes from a place of informed and iterative thinking. Radical innovation brings major change to program structures, student engagement, and industry engagement and is a major disruption to existing practice. This is what Major et al. (2020) described as “big I” innovation (p. 12). Innovators and early adopters (Rogers, 2003) will engage with radical innovation in response to external factors, including recognising the diversity of students and their needs, being involved in industry or through their scholarship of teaching and learning. At this point in the cycle, early adopters will watch and engage; the majority may resist change until they see outcomes; and laggards will perhaps begin to make small changes (everyday innovations) that align with radical designs.

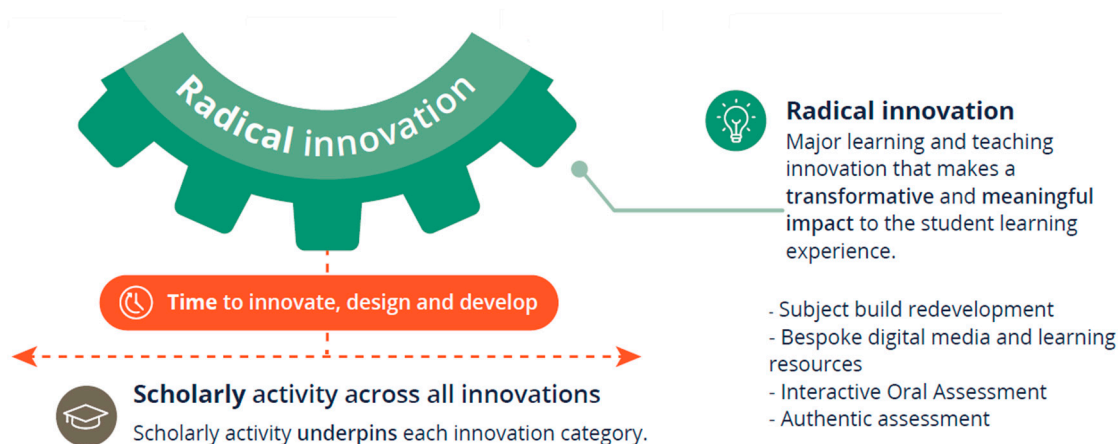


Figure 4. Radical innovation as well as time and scholarly activity underpinnings.

All three actions are creative work that is iterative and needs time to observe, incubate, trial, potentially fail and re-trial, and time to reflect and make sense of what happens. Authentic creative work is informed by scholarly activity or scholarship of teaching and

learning, and it takes interrogation of what is already known and a curiosity to try new ways of doing. It involves knowledge, analysis, divergent thinking, and a synthesis of existing information, juxtapositioning this with unexpected combinations and testing ideas against those of others. Scholarly activity may take many forms; however, academics are often busy, particularly if education or teaching-focused, and it is hoped this framework will allow educators to really unpack their innovation to in turn lead to scholarly research activities rather than conference presentations and other types of activities.

For it to be impactful, the creative work of innovation takes more than surface changes that solve a challenge but cannot be sustained or address variations within the context. The three actions (*everyday*, *strategic* and *radical*) may stand alone, or they may in fact work together to build a stronger and sustained culture that brings real change to the teaching and learning experience of all stakeholders. The three actions provide opportunity for different levels of engagement with innovation, making it less onerous for those who need time before changing.

5. Discussion

Our work with academics highlights for us the challenge of innovation in practice for many educators in higher education. The framework as described in Figures 1–4 allows teaching academics to think about innovation in course design and ways they can innovate in pedagogic and course design. The full diagram below (see Figure 5) shows various examples of the different types of innovation to allow staff to really think about what they want to change and how this might be an innovation.

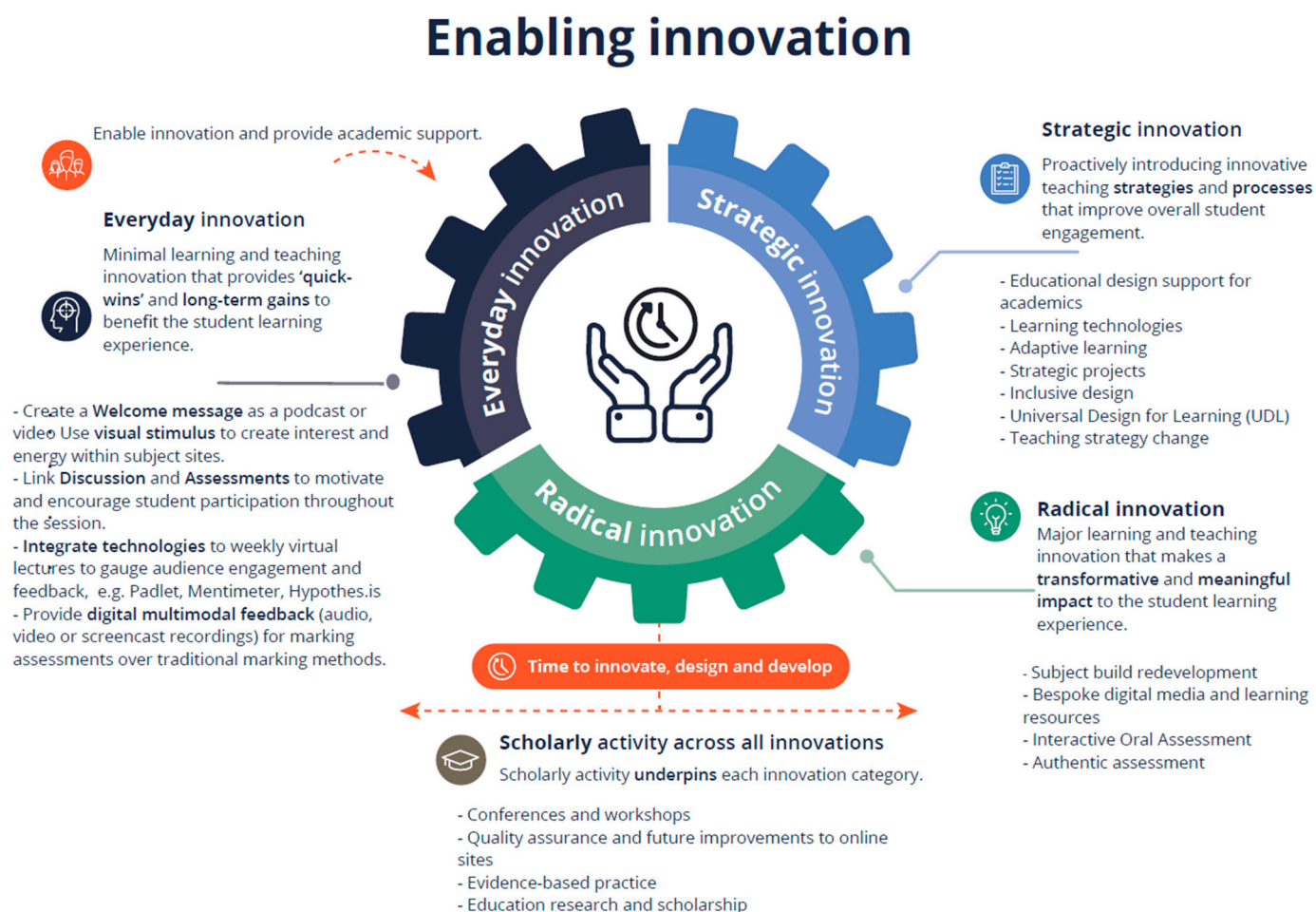


Figure 5. The full enabling innovation framework including suggestions.

The enabling innovation framework is underpinned by Rogers' Diffusion of Innovation theory (Rogers, 2003) with the four core elements of innovation, communication channels, time, and the social system forming a foundational premise of the different actions. We have also shown that the framework allows for engagement with innovative practice by any of Rogers' categorisation of adopters. For example, his innovators through to laggards can use this model to innovate.

5.1. *Everyday Innovation*

It is sometimes difficult to discern when innovation happens in higher education. We began by considering innovation in course design, but the model that emerged led us to consider where it begins. Walder (2014b, p. 23) describes the process by which educators make the decision to change something in their teaching in response to a problem or a desire to bring improvement to the outcomes. Academics are under pressure to engage students, to produce outcomes, and to not take risks with their teaching. We recognised in our conversations that many academics do not have a strong pedagogical background and are under pressure to engage students and gain positive feedback. They are limited by institutional pressure when suggesting radical innovation (Wood et al., 2019), and yet within their own sphere of influence, they make small changes that impact the student experience. In the model, this is represented by *everyday innovation* and is valuable in inspiring confidence and encouraging a scholarly approach to making change in this context.

5.2. *Strategic Innovation*

Everyday innovation centred our dialogue on the difference between a small 'personal' adjustment in response to student presence and the larger *strategic innovation* which requires a collaborative approach, with institutional support, focusing on the intentions of the institution (Thomson et al., 2017). Using the concept of a continuum of innovation as described by Major et al. (2020), this means that while something may begin as an everyday innovation, it may continue and move through to strategic innovation, noting that both *everyday* and *strategic* innovation potentially showcase Walder's (2014a) seven distinctive notions of innovation.

Strategic innovation, though, would more likely be evident when designing the pedagogical approach in a program or course, meeting the requirements of standards and industry and aligning the design with the intention of the institution. In the model, the move from everyday innovation to strategic innovation comes when *everyday innovation* is accepted and encouraged. *Strategic innovation* becomes the next step as an outcome of reflection and scholarly exploration that deepens and widens the understanding of pedagogy through a collaborative design process (Thomson et al., 2017). Thomson et al. (2017) describe a case study of the design of a new Bachelor of Physiotherapy program which had to strategically meet the requirements of the accreditation body and the graduate attributes defined by the institution. The innovation was not only in *what* was designed but in the *way* it was designed, with the collaborative process including opportunity for diverse views and experiences. This was a response to institutional planning and informed ongoing strategic pedagogical design. *Strategic innovation* can perhaps also attract institutional funding and support, which suggests a greater chance for its ongoing development.

5.3. *Radical Innovation*

The final element in the model is that of radical innovation, the innovation that creates a major transformation in the learning design. *Radical innovation* may come about because of a determination to move in a new direction, engaging students in learning that is very different from previous learning, and creates new relationships, new methods, and

new connections within the learning environment. It rises from a need to challenge previous experience (Walder, 2014a) and is developed through collegial discussion and exploration of the experiences of others, both as learners and teachers. It reflects a determination to create a new culture of learning, requiring a focus on professional learning and sharing. The disruptive climate within higher education has created a climate where *radical innovation* offers the chance to be different and effective, and we imagine that radical innovation could invite those who are risk takers to introduce innovative approaches in many different areas. One example could be in the assessment of and for learning. Another may be the inclusion of authentic partnership experiences in industry or including activities that support diverse students to excel. *Radical innovation* depends on scholarly activity to validate the decisions made in the learning design.

5.4. Scholarly Activity

One area of the framework to note is the *scholarly activity* section underpinning the model. This is often called Scholarship of Learning and Teaching (SOTL); however, this has been labelled in the model as scholarly activity in order to acknowledge that not everyone publishes this activity in education. The model recognises that effective teaching is a scholarly activity that allows for reflective practice rather than a transactional process. Scholarly teaching is a requirement to be met by all higher education educators in Australia (Tertiary Education Quality and Standards Agency, 2022), acknowledging the power of research to invite innovation and experimentation with pedagogical thinking. Competitive funding places greater importance on the sustainability of newly designed programs and teaching practices. The need to show impact and to report on practice has lifted expectations of accountability and reporting on changes in teaching.

Collaborative working with peers both in the academy and in industry includes opportunities for peer review, reflection, and questioning. Innovation driven by an intention to improve outcomes and impact is demonstrated by an increased use of design thinking or designing to provide learning that addresses the needs of society and teaches students how to address complex problems, collaborate, integrate knowledge and skills, show empathy, and experiment to find new ways of responding to situations or challenges. (Liu 2024; Victorino et al., 2022).

5.5. Implications for Practice

The framework recognises that innovation needs time to become fully embedded in practice, and this is not always available to academics who are teaching and busy with service and research activities. The social system for course design and pedagogical innovation is based on several teams working together from different perspectives to create improved courses and learning experiences. Implementing the framework in the context of course design or in the teaching of content supports those who are hesitant to explore new pedagogies to start small, within their own boundaries, because the framework giving value to everyday innovation.

Such *everyday innovation* happens in the social system of the classroom and so is dependent on the connections between teacher and students. It is responsive in a particular context to a particular instance of learning. However, it sits within the larger social system of a course team or course structure, and changes that are effective are communicated through the system to improve the learning experience for a wider group of students. Thus, an *everyday innovation* may become a *strategic innovation*, embedded into the pedagogies of a course, multiple courses or across a university.

For example, when an academic has introduced a new approach in the classroom that requires students to develop their skills, to work as active team members, or to solve a practical problem, student engagement and understanding of collaboration improve

across a session (*everyday innovation*). At the next course review, the course team recognises the impact of the change in a single course and makes a design decision to include a similar activity each year in the program (*strategic innovation*). The continued successful impact of innovation is noticed and investigated by education researchers, resulting in a policy decision to include the practice in all faculty courses, thereby radically changing student experience and ensuring that hesitant academics are supported to implement the pedagogy (*radical innovation*).

Utilising the framework provides a guideline for course teams to reflect on *everyday innovation* in the design of their individual teaching and to then consider how such an innovation would impact across a full course, informing strategic innovation on a wider scale, or suggesting radically new ways of course design. At its most practical, the framework is a tool to support innovative practice in higher education, as it captures instances of creative design across individual, team or whole of faculty pedagogical activity and describes a way of connecting them to inform the design of quality teaching and learning. Understanding the different types of innovation described within the framework supports the different types of adopters described by Rogers (2003) and enables them to enter innovative practice at the level they are ready for.

6. Conclusions

This work was begun through a need to enable and support academics to be able to innovate in both their pedagogical and curriculum design and development. The suggested framework enables innovation and, importantly, discussion of the innovation with various stakeholders. The broad suggestions provide an encompassing way of looking at innovation deliberately to allow for these conversations.

The limitations of this work are that only two colleagues designed this framework. However, it has been socialised in numerous ways with stakeholders across more than one university and accepted, which suggests the work is sound. Informal feedback was also positive, and interestingly, no particular changes were suggested. Further studies on how the framework can be used would be beneficial in the future. Another potential study is on how academics and professional staff are using and implementing the framework.

A further limitation is our choice of methodology. We intuitively implemented co-generative dialogue into our methodology to enable exploration of the different ways we were both thinking about the model. However, in keeping with the collaborative and respectful intent of the method, we were able to navigate differences in experiences and understanding throughout the development of the model. This work is an example of strategic innovation.

Innovation can be a risk in an environment where there are standards and expectations that place boundaries on the activity. This framework supports innovation at a variety of levels across higher education. It encourages an individual to do something novel in response to student needs or to improve the student experience, or it encourages a team of academics to respond to institutional requirements in unexpected ways that offer novelty and change in their learning within the bounds of the context. Finally, it encourages radical new approaches that surprise and engage teachers and learners in transformative learning.

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