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Developing Innovators during College: a Transnational, Research-informed Model with Implications for Best Practices in Teaching and Learning

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Abstract

This paper advances a conceptual model for developing innovators during college. Complementing research with transdisciplinary and transnational sources and best practices in teaching innovation and measuring its development, I will explore the role(s) and progression(s) of backgrounds, educational contexts, innovation capacities, and activation across innovation forms (e.g., entrepreneurial, social). I will close with implications for research and practice.

Keywords: Innovation, Teaching, Development