



S3 Platform Seminar, Pisa, 28 September 2012

Peer reviewing and transnational learning

Åge Mariussen,
Botnia-Atlantica Institute



www.ba-institute.fi



UNIVERSITY OF
NORDLAND



UNIVERSITY of VAASA



Länsstyrelsen
Västerbotten



Österbottens förbund
Pohjanmaan liitto



EUROPEISKA UNIONEN
Europeiska regionala
utvecklingsfonden



Nordland
FYLKESKOMMUNE

Gränsöverskridande samarbete över fjäll och hav
Meret, vuoret ja rajat ylittävä yhteistyö
Grenseoverskridende samarbeid over fjell og hav
Cross-border cooperation over mountain and sea

www.botnia-atlantica.eu

This presentation

- * Levels of learning
 - * Levels of learning in S3
- * What is peer review learning?
 - * Peer review in the context of S3
- * Transnational learning
 - * A suggestion
- * Some conclusions



LEVELS OF LEARNING



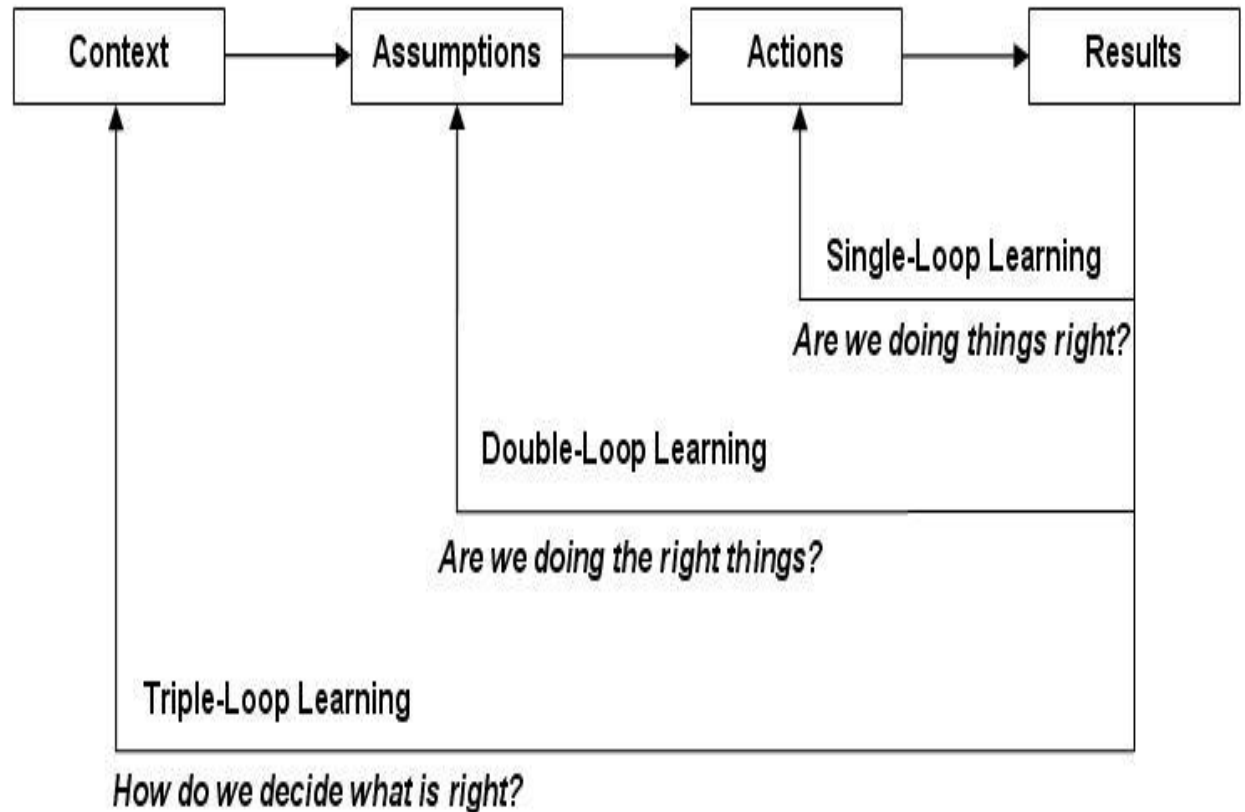


Levels of learning

Argyris, C. and Schön, D.
(1978)

Organizational Learning:
A Theory of Action
Perspective.

Cambridge University
press.



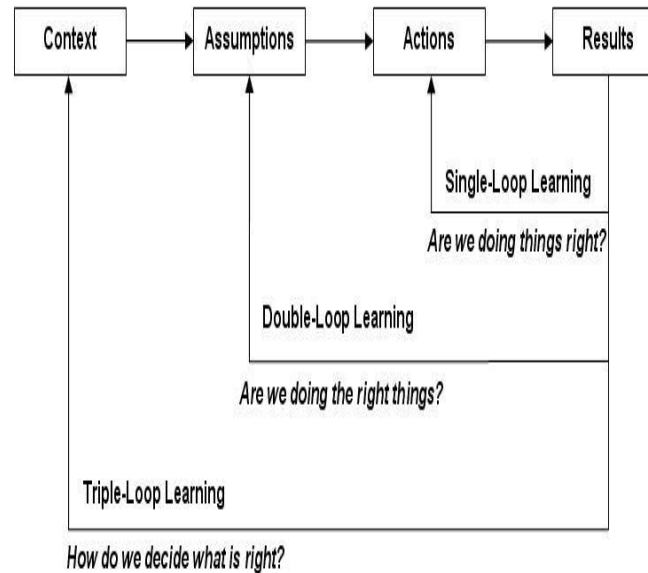


Levels of learning

Bateson, G (1971)
Steps to an Ecology
of Mind

New Jersey, Jason
Aronson

Fourth loop
Do we
understand
our context?



Zero loop
Whatever
result, the
tradition is
right

S3 AND LEVELS OF LEARNING

The bottom of the slide features a series of overlapping, wavy, horizontal bands in various shades of orange and tan, creating a layered, landscape-like effect.

Smart Specialisation Strategies and learning loops

Loop 1

- Describe and document what we already do
- Verify that we are OK with the Commission

Loop 2

- Making hard choices – a RIS strategy
- Innovation through related varieties
- Knowledge vision and entrepreneurial discovery
- Peer review, Critical friendship, transnational learning

Loop 3

- Exploiting key enabling technologies in new ways
- New path creation

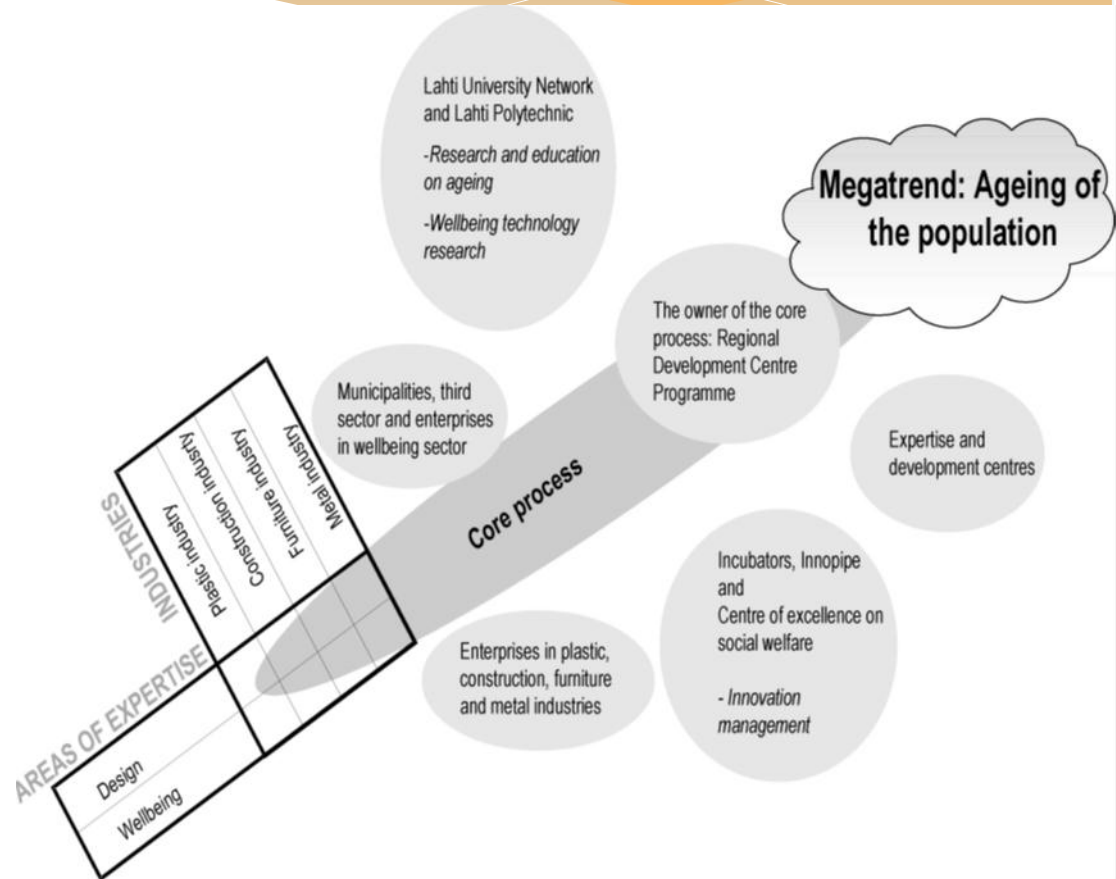







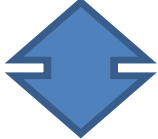
New path creation in Lahti

Knowledge Management in
Regional Innovation Networks:
The Case of Lahti, Finland

VESA HARMAAKORPI & HELINA
MELKAS



Restricting and enabling processes of learning

	Learning loop 1 – 2 (lock in)	Learning loop 2-3
Spatial	Restricting spatial structures 	Regional dynamics and change 
Organizational	Restricting organizational structures (bounded rationalities) 	Enabling organizational structures 
Cognitive	Lock in of cognitive learning	New knowledge creation

Peer review



Peer review and critical friendship

- * Transnational learning can be
 - * vertical,
 - * horizontal, and
 - * conditional
- * OECD peer review tradition – the anglosaxon model as hegemonic
 - * Peer review of Japan
 - * Transnational learning as "fads and fashions", the case of New Public Management
 - * OECD country evaluations
- * OMC – Lisbon policies: convergence towards European standards





What is a "peer"

Peers belongs to a community, which share knowledge

A peer relation is horizontal

Djelic Marie Laure and Quack, Sigrid 2010.

Transnational Communities
Shaping Global Economic
Governance,
Cambridge University Press

S3 Peer review

- * Peer review is horizontal
- * It depends on trust, understanding, openness, sharing of information
- * It is a result of interaction between reciever and sender
- * It also depends on a transnational community of expertise
- * Shared understanding of the context



S3 Peer review

- * Europe today has several national models, not a single hegemonic “best case”
- * S3 explicitly has no standard “copy and paste” solution
- * On the contrary – being smart means to find your own way



Reciever

- * What is the process of development of the reciever?
- * Motive and context of the reciever is crucial
 - * Is the reciever allowed to learn?
 - * What is the space of action (learning) at the regional level?
- * What is the AC-DC of the reciever?



Some comments to peer review in Smart Specialization

- * Is there a shared understanding between peers?
- * Are criteria for assessing peers clear?
- * In several cases: Openness for new ideas and suggestions!
- * Sophisticated processes of regional coordination in developing a strategy may block the ability to relate to external comments
- * Lock in is tacit – do we really understand the context of what is presented?
- * The black box of the TRIPPLE HELIX presented?



FROM "INSTANT" PEER REVIEW TO EXTENDED CRITICAL FRIENDSHIP: TRANSNATIONAL LEARNING

The bottom of the slide features a series of overlapping, wavy, horizontal bands in various shades of orange and tan, creating a layered, landscape-like effect.



The BA-SECI approach

Nonaka and Takeuchi (1996)
The Knowledge-Creating
Company: How Japanese
Companies Create the Dynamics
of Innovation, Oxford: Oxford
University Press.

Socialization
Know how
(tacit practice)

Explication
Know what?

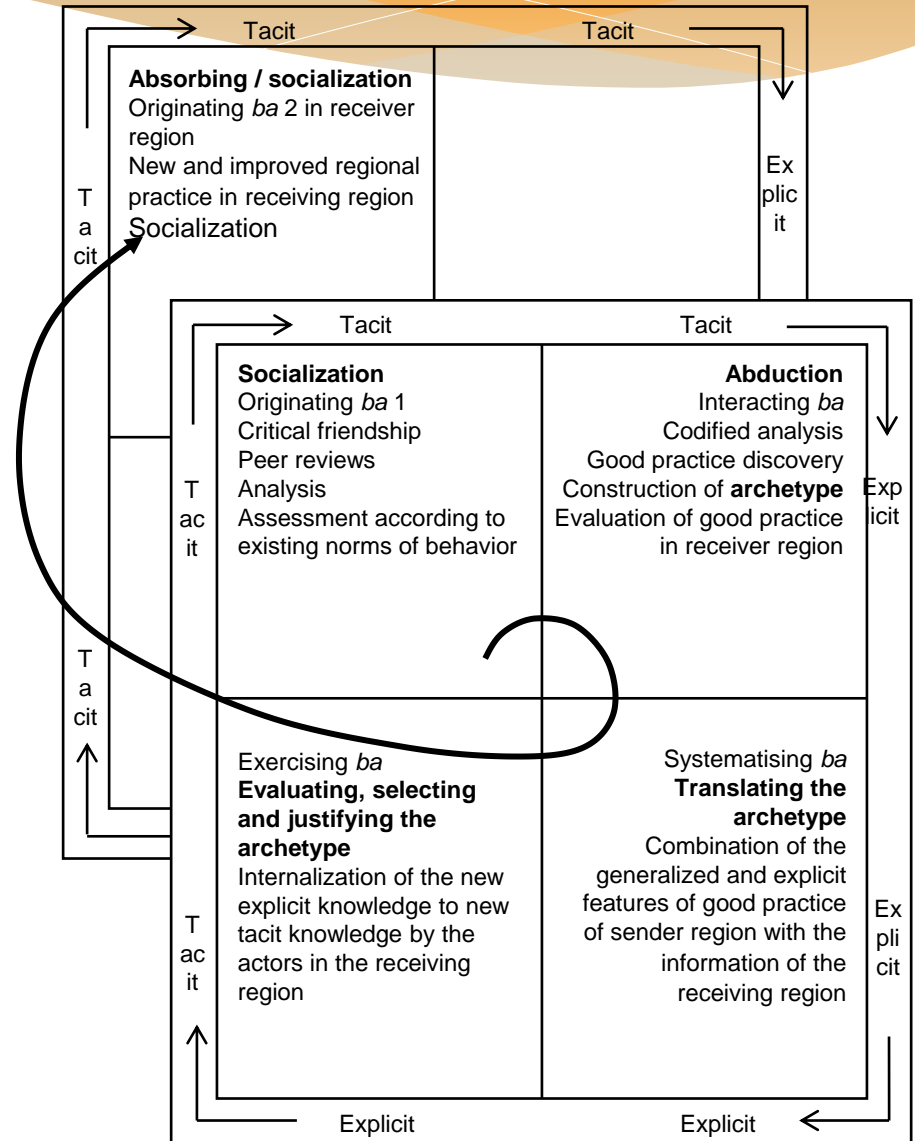
Integration
Know who?
Evaluation
Implementation

Combination
Know why?
Cause- and effect
Analysis



BA METHOD OF TRANSNATIONAL LEARNING

1. Socializing (critical friendship, peer review)
2. Abducting
3. Translating
4. Evaluating and selecting
5. Absorbing



Explication: open the black box

- * Is your national institutional context OK?
- * Is the context of your tripple helix OK?
- * Is your RIS OK?
- * Is your absorptive and developmental capacity OK?
- * Do you have a vision - driven by entrepreneurial discovery?



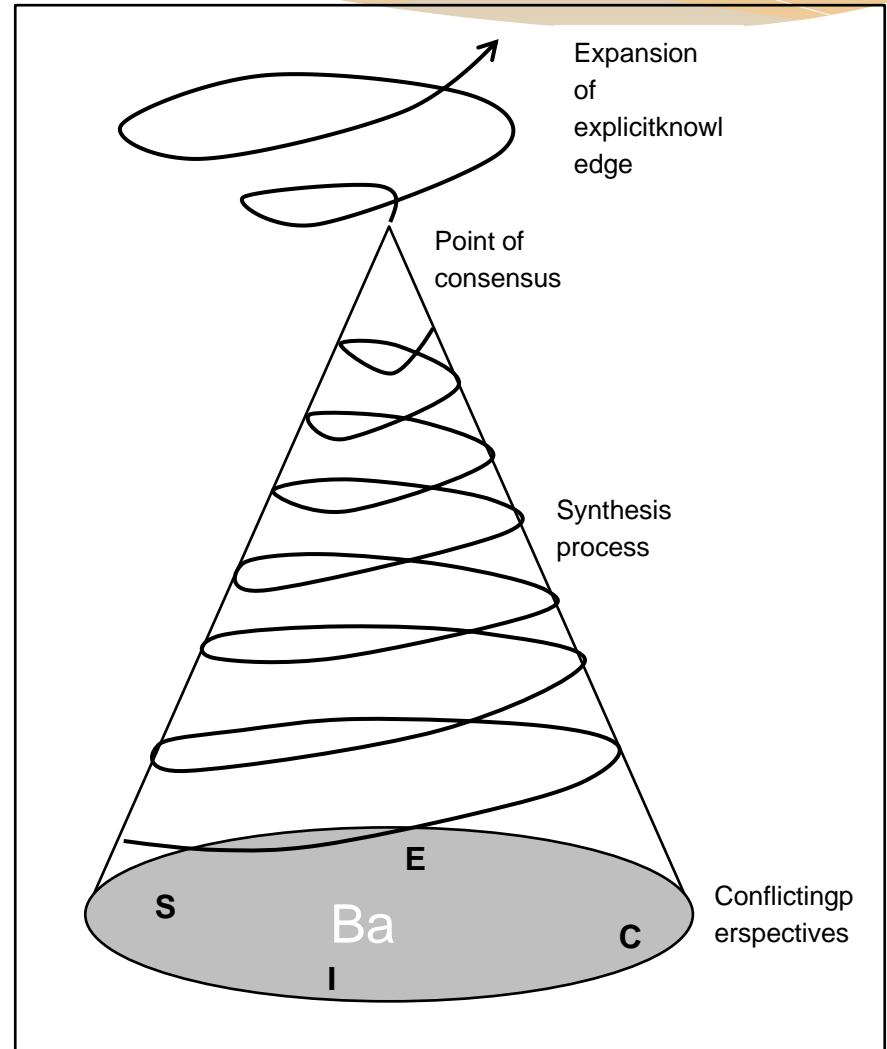
Transnational learning between regions – who?

- * Regions exploiting the same enabling technology base
- * Regions on similar stages and characteristics
 - * Peripheral
 - * Industrial clusters
 - * Core
 - *
- * Regions with problems and regions with solutions

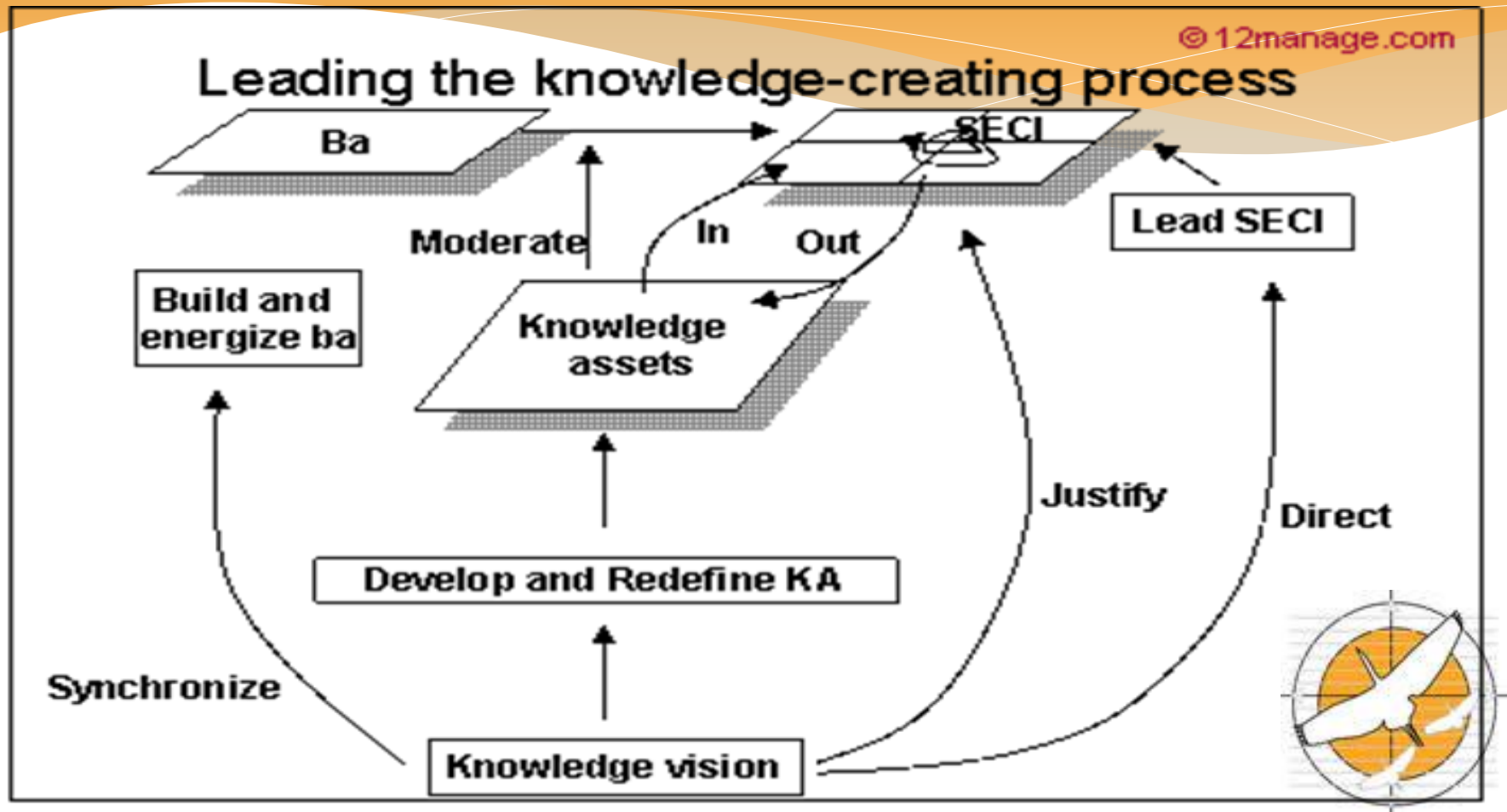


Learning transnational learning –
the case of regional development
Mariussen and Virkkala,
Routledge, forthcoming

Thanks a lot for your attention!



Smart knowledge management



Cognitive learning, organizational and spatial structures, learning loops

	Learning loop 0-1	Learning loop 2	Learning loop 3
	Lock in	Innovations related varieties	new path creation
Societal/ Cognitive learning	Selection mechanisms Routines Traditions	Peer reviews Transnational learning	New path discovery
Organizational and spatial structures	Bounded rationalities Myopic behaviour Low absorptive capacity	Learning organizations and regions Absorptive capacity generation	Knowledge creating organizations AC-DC