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Nota di contenuto	Front Matter -- Copyright page -- Competing Conceptions of the Creative University / Michael A. Peters -- Notes on Contributors editors -- Introduction / Susanne Maria Weber and Michael A. Peters -- Analyzing Organization, Newness and Innovation -- Intentional Organizational Change and the "New" / Thomas Kroboth -- Between Organization and the New / Fabian Brückner -- How do the new Outcome-Oriented Instruments Arise in the Faculty? / Karl-Heinz Gerholz -- Innovation and Political Subjectivity / Richard Heraud -- Organizational Dynamics within the Knowledge Economy / George Lzroi -- Researching Organizational Entry from a Perspective of Newcomer Innovation / Line Revsbæk -- PISA as a Generator of Innovation / Miriam Sitter -- Searching for the Change Agent / Soren Willert -- Futuring Higher Education? The Innovativeness of Reforms / Mete Kurtolu -- Money Rules Knowledge / Agnieszka Czejkowska -- Strategies and Actors -- Managerialism and the Neoliberal University / Michael A. Peters -- Artistic Interventions in Organizations as Intercultural Relational Spaces for Identity Development / Ariane Berthoin Antal and Gervaise Debucquet -- Working at the Edge of Innovation / Angela Krewani -- Social Innovation and Social Intrapreneurship in German Welfare Organizations / Andreas Schröer -- Organizing a new Political Culture / Ramona Mihil -- In the Wake of the Quake / Sean Sturm and Stephen Turner -- The Assertion and

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Sommario/riassunto

Organization and Newness: Discourses and Ecologies of Innovation in the Creative University offers a view from a perspective of organizational education on the 'new', which analyzes the production of the 'new' within organizations, in relation to the inherent learning processes. Fundamental for this perspective is the question about the changeability of organizations, especially when these are not viewed only as instrumentally established regulatory structures but rather as social constructs. The contributions of this volume contour the complexity of newness in organization and form a bridge from critical analysis of imperative discourse of newness, to programmatic pleas of an organizational pedagogy, which is normative in nature, for a reconfiguration of organizational and societal relationships. The issue at hand shows how tightly the question about newness is constitutively woven into the self-conception of organizational education and pedagogy.
