Portugal to Finland, Greece to Mexico and, you may be glad to hear, England is included.

Key themes running through this work feature creativity, and the necessity and importance of new thinking in educational and business practice. Academically this includes revisiting the ways students are able to innovate whilst in higher education; to research opportunities in relation to the factors and outcomes of innovation; and ways to develop genuine effective entrepreneurship.

Transformative learning and radical approaches to the way in which creative learning is generated, such as ‘unlearning,’ are examined as ways to add real benefit to innovative entrepreneurial education. The need to challenge existing practice as a way of developing innovation within both academia and practice are also tackled.

Research and Development (R&D), the traditional lifefllood of business survival is an area of change, explored together with today’s Knowledge Economy which is seen as a catalyst for innovation. One chapter particularly caught my attention, The requirement for academic programmes which enable graduates to exploit experiential learning in order to enhance both the innovation process and impact of learning are recognised by Alexandros Kakouris, in his chapter ‘Radical innovation versus transformative learning: A Kuhnian reading.’ Kakouris identifies and explores five phases of innovation connecting them directly to transformative learning theories from Mezirow, Kolb, and others.

The focus within this book could be forgiven for being concerned with big business alone, but the content selection has been developed by the editor to go far wider, addressing the growing number of SMEs (small to medium sized enterprises) and the ways in which they can develop innovation capability. For higher education institutions developing vocational business courses, the potential and requirement to develop innovation management and development within their graduates is addressed within several papers.

It is useful in a diverse collection such as this to have an editorial commentary of each chapter, and Daniel Chauvel includes one such for each paper, conveniently situated between the title, author/s and the abstract. Together with the ubiquitous keywords they make navigating through this work easier for the browsing reader.
The book concludes with exploration of Open Innovation and Open Innovation Communities, supported by Web2.0 technologies and enabling collective collaboration. As with any innovative practice and particularly those online, user motivation and rewards for both practice and academia come under the spotlight. In a tantalising glimpse into what the future may hold, Maria Antikainen explores CrowdSpirit, FellowForce and Owela from the perspective of users and results.

If you are involved in developing approaches to the multiple facets of innovation from the perspectives of research, study or practice in any area of business or enterprise, or are keen to ensure innovation within your area of higher education, this collection of papers could provide the catalyst to innovative your own practice.