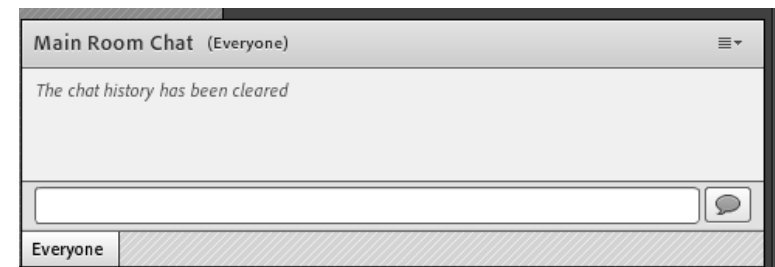
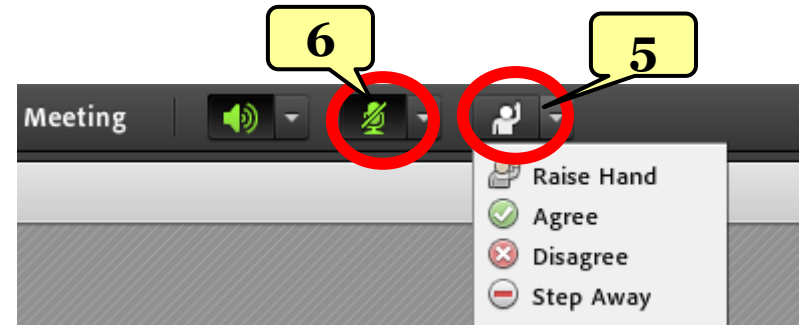
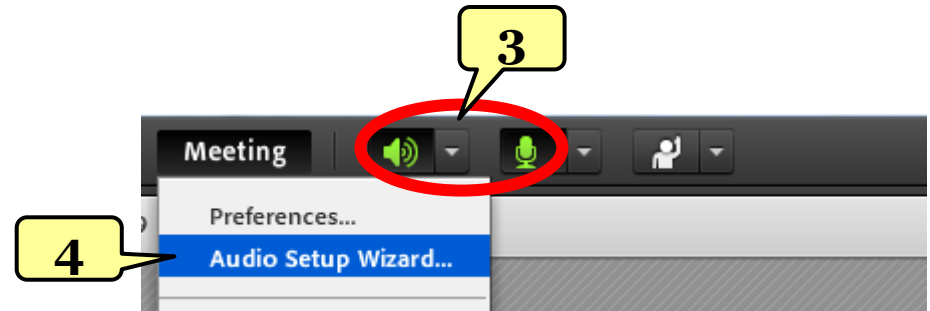


Welcome! As you enter the room, please...

1. Plug in your headset (if available).
2. Familiarize yourself with the **top bar** on the screen
3. Make sure your **speakers and mic are enabled** (the icons on the top bar should be **highlighted on green**).
4. Run the **audio setup wizard** (this option is available from the “Meeting” menu on the left right of the screen).
5. Once you have run the wizard, “**raise your hand**” by clicking on the icon available on the top bar. This will indicate hosts you are ready to test your mic.
6. After testing your mic, **mute yourself** by clicking on the mic icon on the top bar (this will help to avoid background noise).



Note: Feel free to use the chat at any

FOEE Virtual Community of Practice (FOEE VCP) Session 4 4/25

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Today's agenda

- Goals for today ~ 2 min
- Large Group Interactive Project ~20 min
- Summary of the readings – Quadrant 2 ~ 8 min
- Small Group Interactive Quadrant 2 ~20 min
 - Questions around Quadrant 2
 - Large group summary and discussion ~10 min
- Small Group Interactive Project ~20 min
 - Large group report back ~8 min
- Next session ~2 min

Today's Goals

- Further develop our projects
- Discuss issues and questions around quadrant 2
 - Share institutional experiences of quadrant 2

Large Group Interactive: Project Discussion

- Goal:
 - Advance our thinking of our individual projects
- Instructions (~20 min)
 - Each person will be given 1 to 1.5 minutes to:
 - Announce your tag line
 - Why did you put it in the particular quadrant?
 - What is the primary strategy you intend to employ?
 - Share a potential indicator that the strategy was successful
 - Others – provide any feedback you think might be helpful

Aspect Changed: Individuals

Disseminating:
Curricular & Pedagogy

Developing:
Reflective Teachers

Build a support group to communicate innovative practices

Intended Outcome: Prescribed

Intended Outcome: Emergent

Coordinating & communicating integrated concepts across the curriculum
New IDEAS Major
Ugaz: Building partnerships with skeptical colleagues

Disseminating:
Policy

Developing:
Shared Vision

Who moved my cheese?

Csavina: Creating a shared vision across the Engineering Project Spine.

Nelson: Building a culture of reflective and innovative faculty

Canfield's Tagline: Share vision for project-based learning in COE, and using techniques such as flipped classroom to support course requirements and project-based learning goals

Getting them on the bus and driving it forward

Aspect Changed: Environments & Structures

Focusing on Quadrant 2: Reflective Teachers

FIGURE 1

FOUR CATEGORIES OF CHANGE STRATEGIES. (ADAPTED FROM HENDERSON, BEACH, & FINKELSTEIN, 2011)

		<i>Prescribed</i>	<i>Emergent</i>
ASPECT OF SYSTEM TO BE CHANGED	INDIVIDUALS	<p>I. Disseminating: CURRICULA & PEDAGOGY</p> <p>Goal: Teach individuals about new teaching conceptions and/or practices.</p> <p>30% of articles</p>	<p>II. Developing: REFLECTIVE TEACHERS</p> <p>Goal: Encourage individuals to develop new teaching conceptions and/or practices.</p> <p>34% of articles</p>
	ENVIRONMENTS AND STRUCTURES	<p>III. Enacting: POLICY</p> <p>Goal: Create environments/structures that require new teaching conceptions and/or practices.</p> <p>28% of articles</p>	<p>IV. Developing: SHARED VISION</p> <p>Goal: Empower stakeholders to collectively develop new environments/structures that support new teaching conceptions and/or practices.</p> <p>8% of articles</p>

Quadrant 2: Developing Reflective Teachers

- Encourage teachers to use their own knowledge/experience/skill to improve their instructional practices (p. 961)
- Empower individual instructors to enact change (p. 974)
- 64 of 191 articles (33.5%), FDR emphasis

Quadrant 2: Developing Reflective Teachers

Assumptions

- Faculty are seen as being in a strong position to choose appropriately (p. 962)
- These approaches seek to allow those who are instructing to make choices for their classrooms (p. 974)

Quadrant 2: Developing Reflective Teachers

- The role of the change agent is to encourage and support reflective practices by individual instructors that lead to instructor-identified and defined change outcomes (p. 961)

Quadrant 2: Developing Reflective Teachers

What does it look like?

- Pairing an individual consultant with an individual educator or group to help shift classroom practices, faculty beliefs and ultimately educational outcomes.
- Group-level facilitated workshops and collective work
- Creation of working groups, or collective efforts in which faculty were more self-directed.

Quadrant 2: Developing Reflective Teachers

Getting it to work

- Feedback and reflection as key components
- Overcome institutional structures
- Helping faculty grapple with existing beliefs

Small Group Interactive:

Questions around quadrant 2

- Goal
 - Discuss issues and questions around quadrant 2
- Breakouts ~20 min
 - Breakout rooms with different people
 - Discuss the three questions posed and type responses in your breakout column
- Group summary and discussion ~10 min

What are some examples of
Quadrant 2 on your campus?

Why do you think it is
difficult for Quadrant 2 to be
successful?

How would you know if
quadrant 2 was successful?

B1

To appear
on your
breakout
screen

B2

B3

Small Group Interactive: Project ideas...

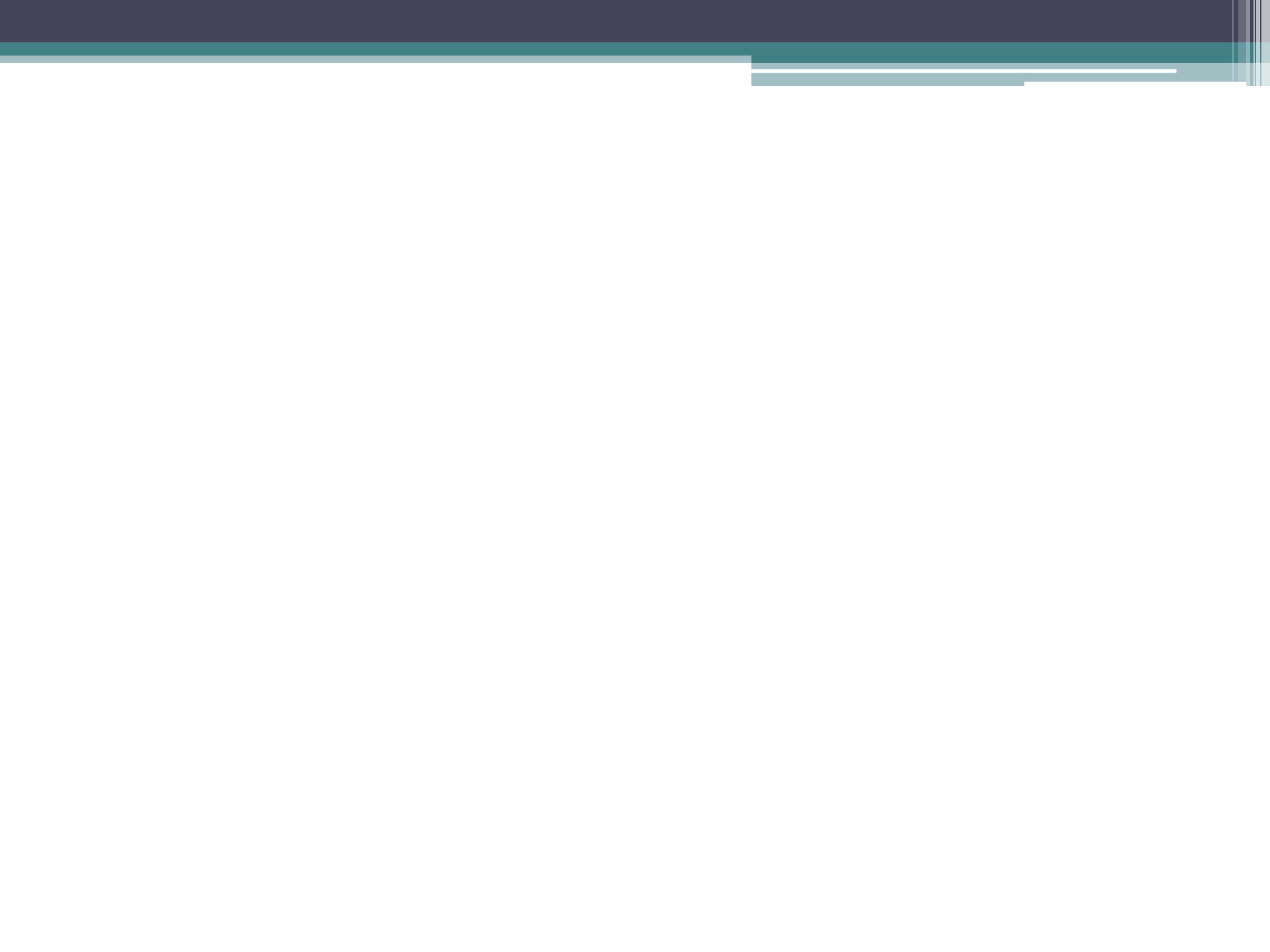
- Goal
 - Advance our thinking regarding projects
- Breakouts ~20 min
 - Have someone be the note taker (aka the fast typist)
 - How might the how might you take the readings and prior discussion and apply it to your project.
 - *Note, even if your project is not in quadrant 2, there may be takeaways useful to your work (e.g., include faculty developers in my shared vision project)*
- Report out to the larger group ~8 min

Title – Tag Line	
Description of proposed educational innovation Quadrant(s)	Strategies to implement Plausible timeline
Potential obstacles/challenges and strategies to employ “just in case”	Assessment: How will I know it worked? Plans for sustainability



Session 5 - 5/2

- Focus
 - Quadrant **4** (Q3 on May 9)
- Pre-work
 - JRST article - JRST article, page 962-963 (quadrant 4), intro/method as desired
 - Chapter 14 – pages 235-237, other sections as desired
 - Blog



Quadrant 2 Practices

From Week 1 Blog Assignment

Victor

- Although the CTE offers a wide range of programming, attendance at some of these workshops can be relatively low (especially considering the size of our university). Occasionally we have addressed this in our department by having the CTE give a mini-workshop during lunchtime in our department (we recently had one on the topic of dealing with large class sizes, for example). This seems to help reduce the barrier of physically going to another location for a block of time.

Amy

- Quadrant II. Developing: COLLEAGUES INFORMED ABOUT NOVEL (TO THEM) INSTRUCTIONAL METHODS. I am working to inform colleagues about the methods and results of problem based learning in our own school and from the broader literature. At the very least I am trying to quell faculty votes 'banning' problem-based learning and school administrators 'requiring lectures', but further hope to have advocates amongst the faculty and even some who would like to employ such pedagogies in key courses themselves.

Jill

- As part of an NSF project, I am working with a colleague in math education to facilitate small teaching-focused faculty discussion groups that meet regularly over the course of an academic year or longer (much like the VCPs but local rather than virtual and somewhat smaller groups). The idea behind the groups is largely to provide ongoing support and accountability for faculty interested in trying innovative techniques in the classroom. Group members either develop their own techniques or draw on the literature and implement research-proven techniques.

Jennifer

- Q2: Developing-Reflective Teachers The university has opportunities to take part in observations of teaching and receive feedback. I understand that reflecting is not required to get an observation and feedback, but it seems natural that the two would go together.
- Northwestern is also now a part of CIRTL. We work with grad students and post-docs to discuss topics relevant to teaching. Some of the students also observe classes/instructors and then discuss the teaching methods with the instructor. (They aren't evaluating the instructor, but instead asking questions about how course materials are developed, how learning objectives are written, and how to balance teaching and research.)
- The Searle Center also has a Teaching Fellows program for young faculty. This is a year-long program for faculty and includes instruction in teaching methods, development of a project to improve teaching, implementation and assessment of the project, and reflection on the results.

Jeffrey

- II. Developing: REFLECTIVE TEACHERS
 - Support for individual curriculum development for new instructional ideas
 - Annual grants targeted to faculty whose intent is to creatively redesign their courses
 - Collaborative teams of faculty (often from multiple disciplines) working together to develop a particular course
 - Not applicable
 - Provide information to introduce faculty to new pedagogical ideas and encourage them to reflect on and adapt the ideas to their own teaching situations
 - Not applicable
 - Departmentally-based faculty development specialist given release time to identify local faculty development needs and implement appropriate programs
 - Not applicable

Rani

- II. Developing: Reflective Teachers Institution: Center for Teaching and Learning provides class visits (virtual and/or physical) to critique instruction.

Department: The head of my department has observed my teaching style and will provide similar support upon request. Evaluations from students.

Ipsita

- II. Developing: Reflective Teachers (individual/emergent) EERC organizes teaching workshops, more focusing on active-learning approaches. It also provides guidance to individual faculty proposing alternate teaching strategy.

Kristine

- II. Developing: REFLECTIVE TEACHERS I am less aware of activities in this area. I know we have faculty presenting at ASEE & FIE, and engineering education research is supported in the department.

Julie

- II. Developing: Reflective Teachers
- Institution Center for Teaching: some of the workshops are run in a "coaching" aspect where faculty focus on a teaching project
<http://www.centeach.uiowa.edu/>

Joe

- II Developing Reflective Teaching Bucknell Innovation Group – faculty-run flash funding of radical interactions between faculty, staff and students; Integrated Perspective Course (2 or 3 faculty from different divisions of the university co-teach) required of all Sophomore students; Tenured mentors for all untenured faculty; Class Switch days; Peer Classroom visits; Attendance by 2 new faculty at the NETI each year (run by Mike Prince); Rotate faculty through various programs such as Institute for Leadership in Technology and Management and Semester on the Susquehanna River;

Stephen

- II. Developing: Reflective Teachers: We have ASEE brown bag seminars in the college of engineering that present ideas and reflect on these.