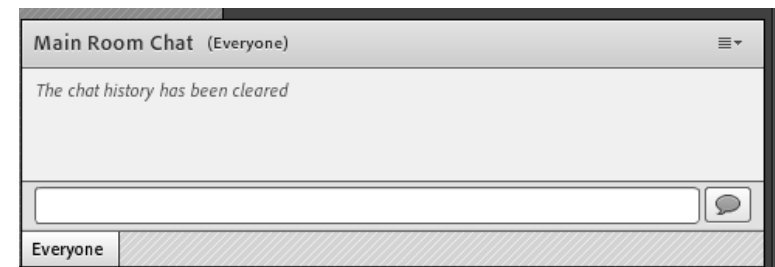
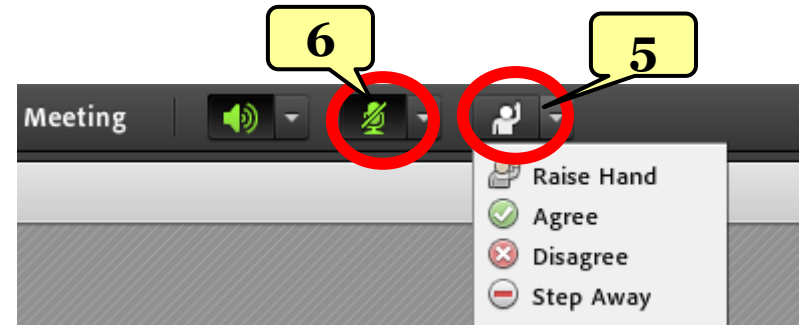
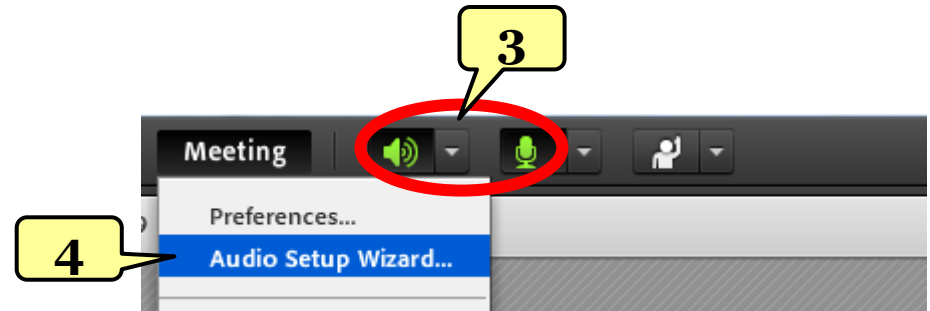


# Welcome! As you enter the room, please...

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 5 5/1

Mary Besterfield-Sacre  
University of Pittsburgh  
mbsacre@pitt.edu

Jennifer Turns  
University of Washington  
jturns@uw.edu

# Today's agenda

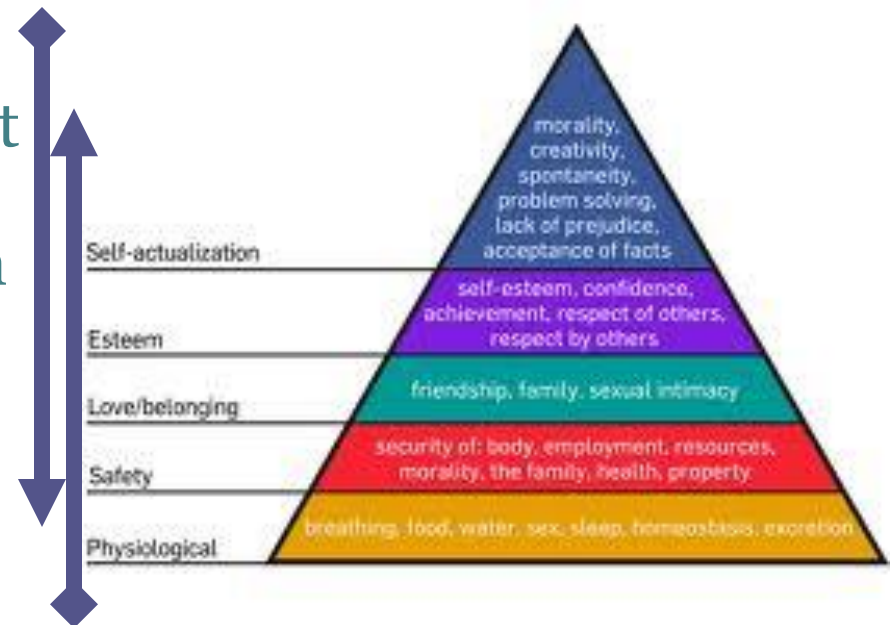
- Goals for today and housekeeping ~ 2 min
- Recap status ~ 5 min
- Summary of the readings – Quadrant 4 ~ 8 min
- Small Group Interactive Quadrant 4 ~20 min
  - Questions around Quadrant 4
  - Large group summary and discussion ~10 min
- Small Group Interactive Project ~20 min
  - Large group report back ~8 min
- Next session ~2 min

# Today's Goals

- Recap the projects
- Discuss issues and questions around quadrant 4
  - Share institutional experiences of quadrant 4
- Advance our projects based on our discussions with FOEE fellows and readings

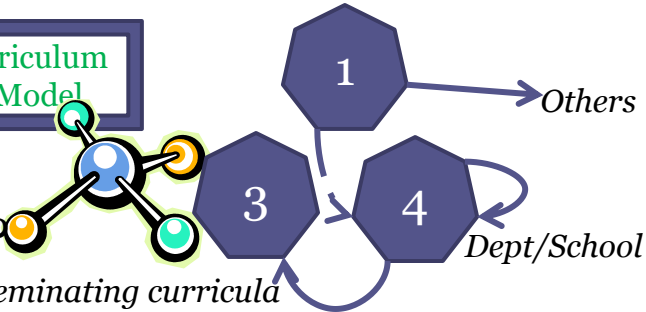
# Project Observations(... Mary's 2 cents)

- Many wonderful overlaps between FOEE fellows
- Starting point is **concrete** or **concept-based**
- Good projects “can’t” reside in one quadrant
  - Consider Maslow’s Hierarchy of Needs
  - It’s **not** the Tibetan priest at the top & the homeless forager at the bottom
  - Rather, a constant shift between levels given the situation



Curriculum / Model

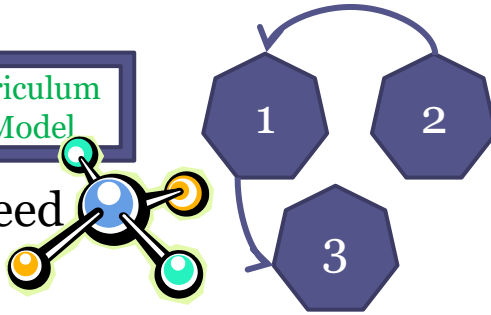
Jeff  
Joe?



Disseminating curricula to community; and to the department to help spur curricular innovations

Curriculum / Model

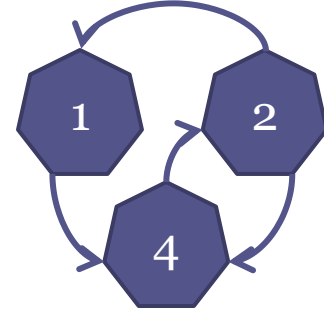
Waleed



Creation of a model to disseminate in hopes that this could become policy in other departments/units on campus

Pedagogy

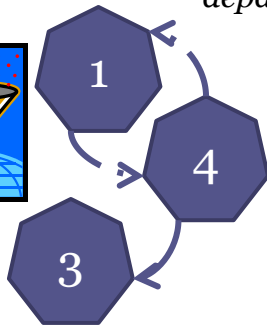
Victor  
Julie  
Rani  
Stephan



Starting with a pedagogy and building a shared set of practices and a community of flippers

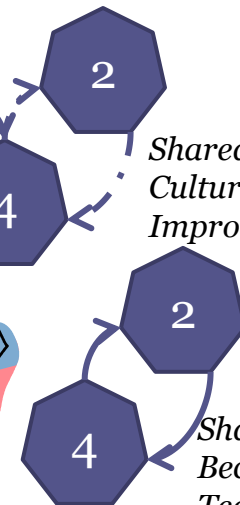
Curriculum

Kristie  
Sahra



Pulling together different curricula into a set of shared curricula that helps direct new policies

Desire for Share Strategies/Approaches



Shared Culture/Strategy for Improved Teaching

Jill  
Jennifer

Shared Approach for Becoming Reflective Teachers

Ipsita

# Focusing on Quadrant 4: Shared vision

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	<i>INDIVIDUALS</i>
<i>ENVIRONMENTS AND STRUCTURES</i>	<p><b>III. Enacting: POLICY</b></p> <p>Goal: Create environments/structures that require new teaching conceptions and/or practices.</p> <p>28% of articles</p>		<p><b>IV. Developing: SHARED VISION</b></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 4: Developing Shared Vision

- Developing a new collective vision for the department, institutional unit, or institution (and, on occasion, even surpa-institutional entities) that will support new modes of instruction. (p. 963)
- 16 of 191 articles (8%)



# Quadrant 4: Developing Shared Vision

- The change agent
  - ..works to catalyze or empower individuals to come together and work toward collectively envisioned change (pg. 963)
  - ..uses instructors and other stakeholders to develop a shared vision to to design new environments that are consistent with this vision (p. 963)

# Quadrant 4: Developing Shared Vision

Example: Kressel, Bailey, and Forman (1999)

- Overview
  - An outside consultant working with individual departments to identify needs and then to develop and implement strategies that address these needs
- Study
  - 4 departments
  - Confidential interviews →
  - Report to department on satisfactions and concerns →
  - Departmental group meeting to decide what issues to address
- Evaluation
  - Success in 3 of 4 departments
  - Both instructional changes but also reduced conflict
  - Tension between collaborative processes and faculty autonomy

# Quadrant 4: Developing Shared Vision

Getting it to work

- No guidelines... presumably because an insufficient number of papers...

# Quadrant 4: Developing Shared Vision

## Open questions

- Why so few instances found
  - Not being done?
  - Not being written about?
  - Looked in the wrong place?
- What is hard?
  - Collective processes <> individual autonomy
  - But also??

# 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

# Quadrant 4: Developing Shared Vision

**1a. What can grease the wheels for shared vision efforts to get started and sustained?**

**2. How might the how might you take the readings and prior discussion and apply it to your project.**

**1b. How would you know if quadrant 4 was successful?**

**1c. When is shared vision just a cover story for a change agent imposing their vision?**



**To appear  
on your  
breakout  
screen**

# 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.
- 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 - 5/9

- Focus
  - Quadrant 3 (Enacting policy)
- Pre-work
  - JRST article - JRST article, page 962 (quadrant 3), page 975 (quadrant 3), intro/method as desired,
  - Chapter 14 – pages 234-235, other sections as desired
  - Blog