# 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).
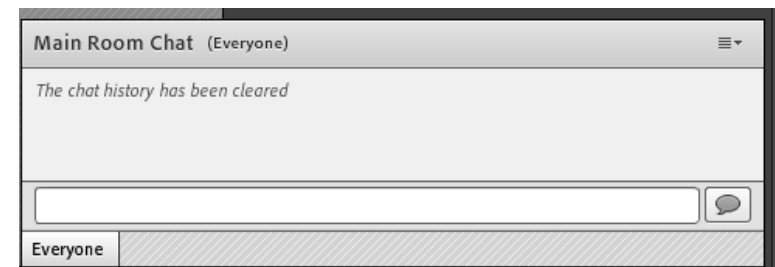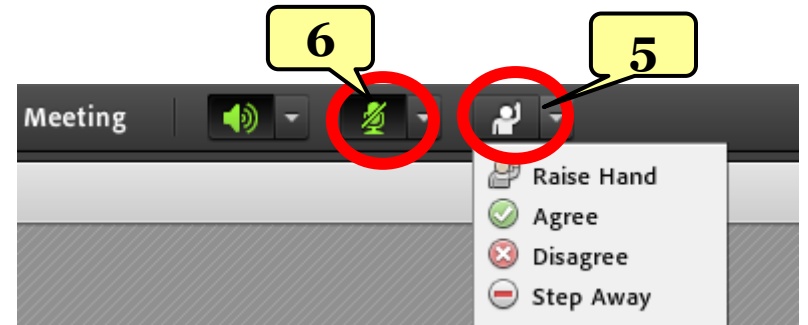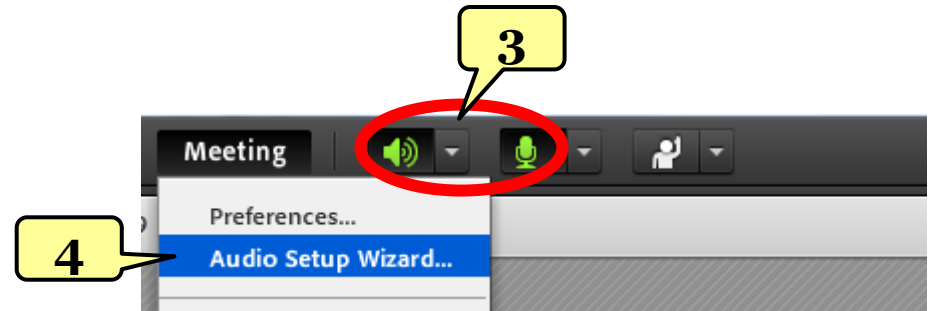
Note: Feel free to use the chat at any

FOEE Virtual Community of Practice (FOEE VCP)
Session 6 5/9

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Jennifer Turns
University of Washington
jturns@uw.edu

Today's agenda

- Goals for today and housekeeping ~ 2 min
- Project presentations next week ~ 5 min
- Summary of the readings – Quadrant 3 ~ 8 min
- Small Group Interactive Quadrant 3 ~20 min
  - Questions around Quadrant 3
  - 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

- Provide details for project presentations

- Discuss issues and questions around quadrant 3
  - Share institutional experiences of quadrant 3

- Advance our projects based on our discussions with FOEE fellows and readings

The project…

- Main idea of the NSF VCP
  - A knowledgeable, skilled community of leaders
  - Approximately 300 faculty members that have
    - Shared practices and gained a deeper understanding
    - Implemented and evaluated approaches

- Evolving project idea
  - Your survey responses and emerging ideas
  - Over our readings and sessions together
  - Something feasible to do in the fall (or over the summer)

Title – Tag Line

Picture Of You

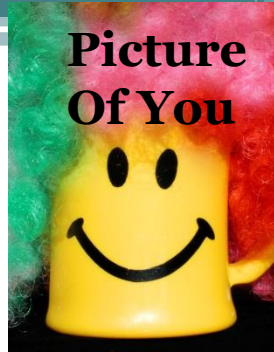Description of proposed educational innovation

Quadrant(s)

Strategies to implement

Plausible timeline

Potential obstacles/challenges and strategies to employ "just in case"

Assessment:
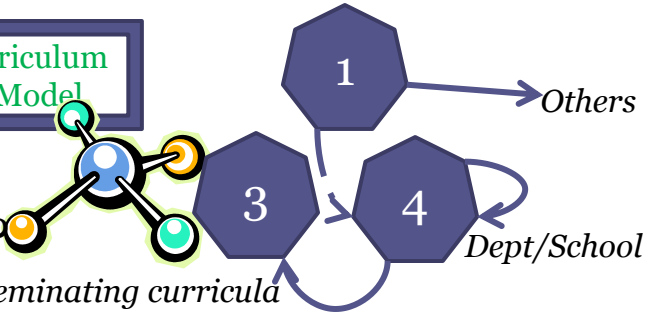How will I know it worked?

Plans for sustainability

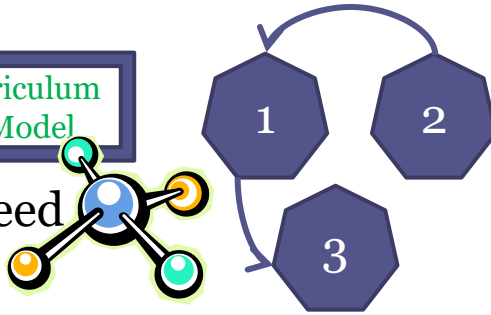Name
Institution
Department
Affilations

Curriculum / Model

Jeff Joe?

1 → Others

3 4 Dept/School

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

Pedagogy

Victor
Julie
Rani
Stephan

1 2 4

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

Curriculum / Model

Waleed

1 2 3

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

Curriculum

Kristie
Sahra

1 4 3
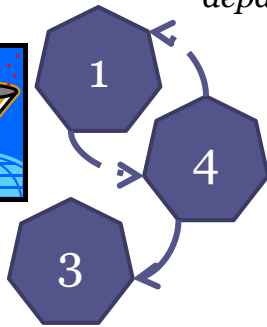
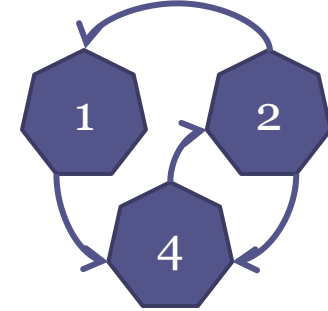*Pulling together different curricula into a set of shared curricula that helps direct new policies*

Desire for Share Strategies/Approaches
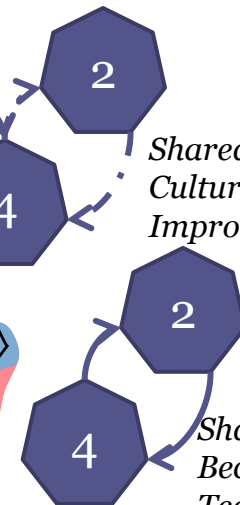
2 4 *Shared Culture/Strategy for Improved Teaching* Jill Jennifer

2 4 *Shared Approach for Becoming Reflective Teachers* Ipsita

Presentation Logistics

- Overview
  - 1 slide
  - 3 minute presentations
  - 2 minute conversation
    - Pose a question to the group about your project that you would like their feedback on
- Presentation Order
  - By projects groupings: (1)Pedagogy, (2) Desire for Shared Strategies, (3) Curriculum/Models
  - 5 minute reflection after each group
    - Common threads, things to think about as you move forward
- Send slide to Mary (NLT 12:00 Eastern Thursday, May 16)
  - Powerpoint
  - Please no Prezi or Keynote

Focusing on Quadrant 4: Shared vision

FIGURE 1
FOUR CATEGORIES OF CHANGE STRATEGIES. (ADAPTED FROM HENDERSON, BEACH, & FINKELSTEIN, 2011)

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

ASPECT OF SYSTEM TO BE CHANGED

Moving to quadrant 3

Focusing on Quadrant 3: Shared vision

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ASPECT OF SYSTEM TO BE CHANGED

WWW.CHANGEMAG.ORG

53

Quadrant 3: Developing Shared Vision

- Developing appropriate environments (e.g., rules, reward systems, reporting requirements, investments in support structures) to facilitate instructors engaging in specific or desired activities. (p. 962)

- 53 of 191 articles (28%)

Quadrant 3:
Developing Shared Vision

- The change agent
  - ..uses specialized knowledge to develop new environmental features that require or encourage new behaviors or attitudes that will lead to changes in instruction (pg. 962)

Quadrant 3:
Developing Shared Vision

- The change agent
  - A change agent has a particular vision toward which they wish instructors to work. Typically this means that an instructor adopts a prescribed activity, strategy, conception, or outcome. Whereas dissemination interventions that focus on individuals use internal motivation as the primary mechanism for change, *here significant external incentives or requirements* are used.

Quadrant 3: Developing Shared Vision

Example: Patriquin et al. (2003)

- Overview
  - Creation of post-tenure review
- Study
  - 2 public institutions
  - Review focused on all aspects of faculty work, but one important goal was improvement of undergraduate education
  - Data collected through interviews with 36 faculty members
- Evaluation
  - Overall, concluded that this post-tenure review was not effective
  - Faculty perceived it as busy work
  - Faculty noted that the outcomes were unlinked to action

Quadrant 3: Developing Shared Vision

Successful strategies

- Emphasize the need to see change as a complex process requiring action that supports individuals solutions (rather than uniform solutions applied without regard to context)

- Promote a move away from top down mandates

- Emphasize policies that take into account and work within local (department, institution) culture

Quadrant 3:
Developing Shared Vision

Power alone is insufficient to leverage change.

- Colbeck (2002b) .. Found that policy set from such an organizational distance from faculty does not have the impact intended by the policymakers. Departments and institutions often intervene to soften or re-interpret policy, or respond to it without involving faculty…

Quadrant 3: Developing Shared Vision

Open questions

- Where does policy get made on your campus? Are there examples of effective "policy" in your local context? Ineffective policy?

- What are examples of policies that are not simply about power and top-down influence?

- What is the role of policy in our projects? In our work?

Small Group Interactive: Questions around quadrant 3

- Goal
  - Discuss issues and questions around quadrant 3

- 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 3: Developing Shared Vision

1a. What are examples of successful policy on your campus? Unsuccessful policy?

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

1b. What are possibilities for policy that is not simply about power and top-down directives?

1c. What is the role of policy in your projects? In our work?

To appear on your breakout screen

How to sustain our efforts?

- Surveys
  - Times and days in the fall
  - What worked and what didn't
  - What would you like to see in the fall

Session 7 – 5/16

- Focus
  - Project presentations
    - Remember to send your slide to Mary NLT May 16th
      - 12:00 Eastern/11:00 Central/10:00 Mountain/9:00 Pacific
  - How YOU want the fall to be structured