

Unlocking Change in Teaching and Learning: An Interactive Workshop with the Four-Factor Model

Carolyn Hoessler, PhD, CE

Coordinator, Learning and Faculty Development, Thompson Rivers University
Senior Specialist, Founder, Higher Education & Beyond
choessler@tru.ca Twitter: @carolynhoessler

Chat: your
acknowledgement

LAND ACKNOWLEDGEMENTS




Educational Development is about Change

“Facilitating a change process” was a frequent threshold concept for interviewed educational developers

(Timmermans, 2014, p. 305)



A close-up photograph of a small, vibrant green plant sprout emerging from a deep crack in a grey, textured concrete surface. The plant has several layers of green leaves, some showing signs of being eaten or damaged. The background is a blurred, out-of-focus view of the same concrete surface, emphasizing the plant's growth in an unlikely and challenging environment.

Explain
Plan for
Catalyze
Predict
Unstick ... Change

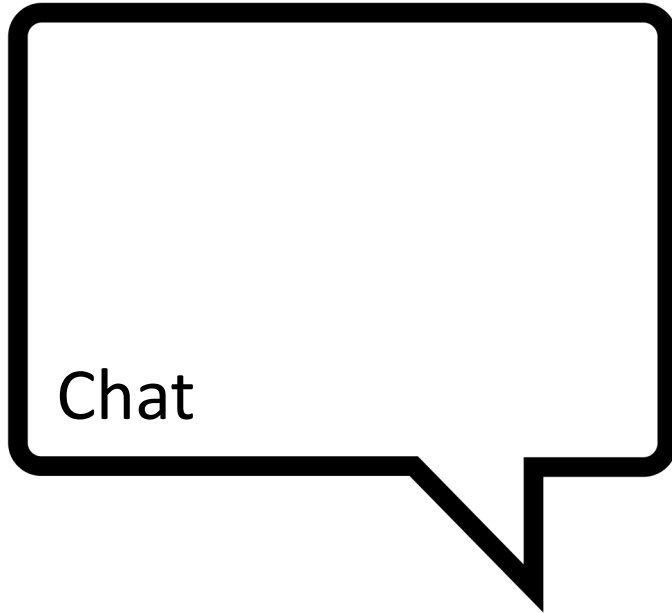
**YET
CHANGE
IS
UNEVEN**

WHAT **SUPPORTS** CHANGE IN TEACHING & LEARNING?

Session Outcomes:

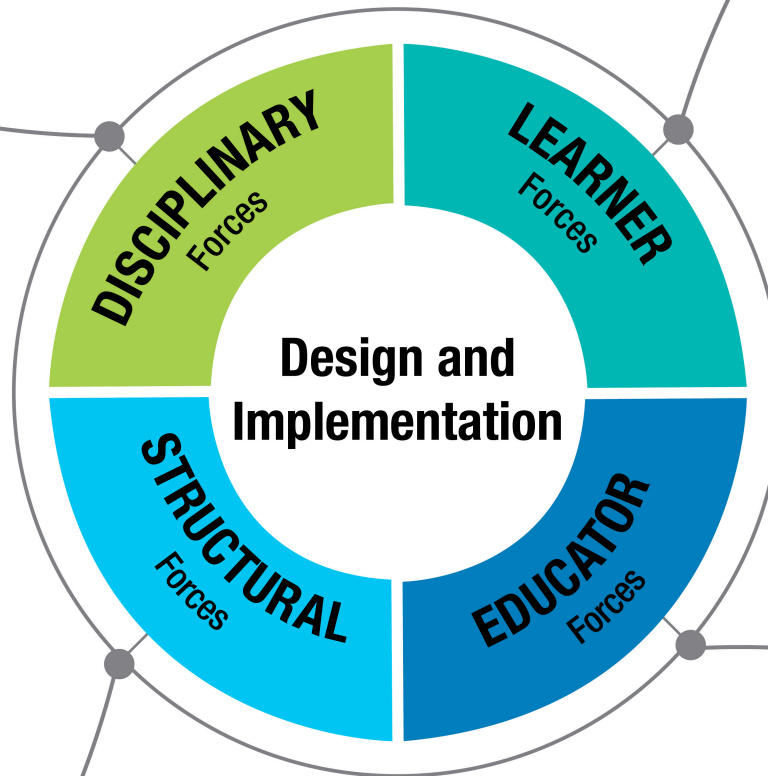
- ✓ Identify specific forces that could support or hinder change,
- ✓ Develop plans to address, and
- ✓ Navigate change in educational development

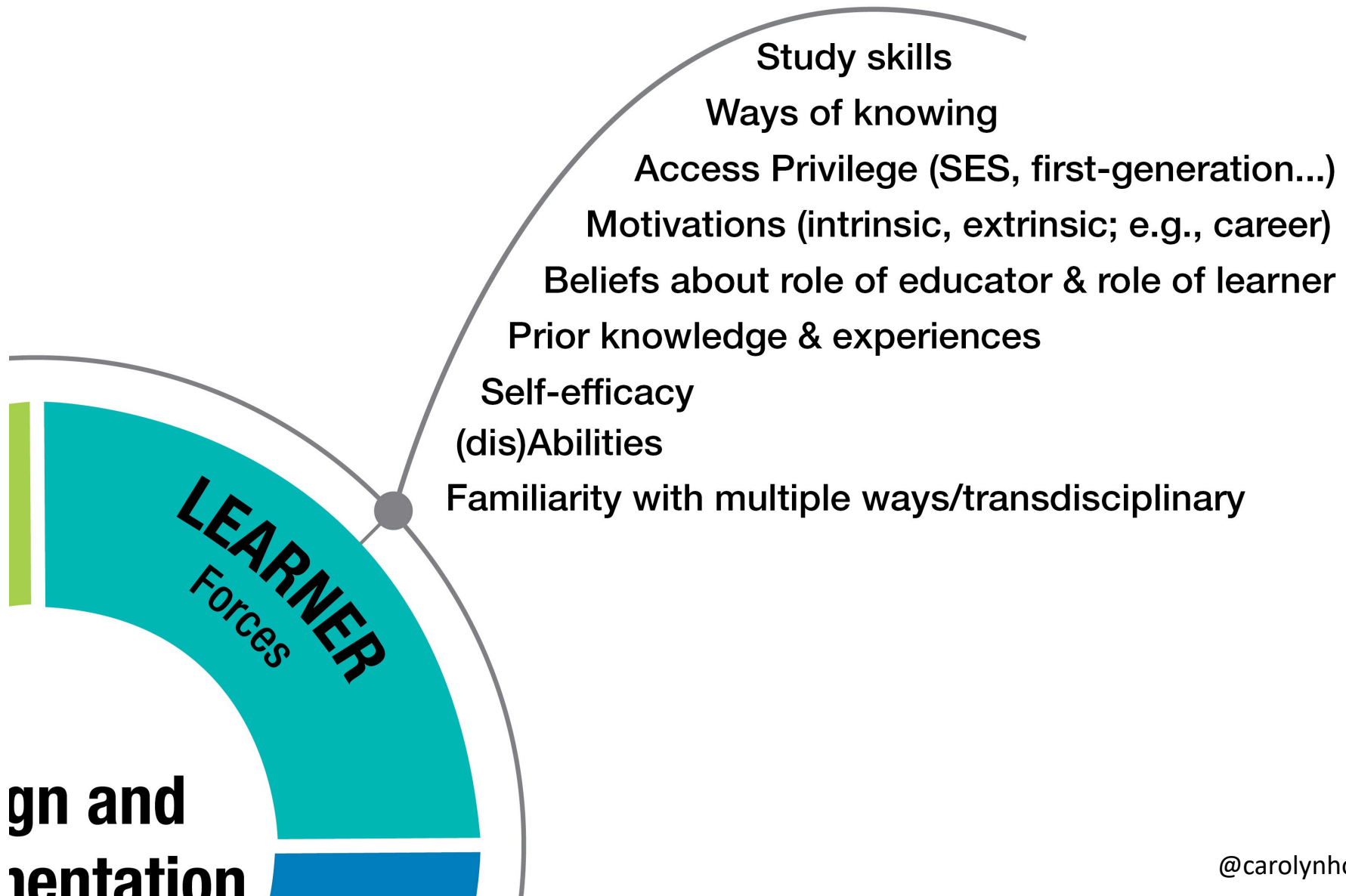
WHAT **HINDERS** CHANGE?



WHAT CHANGE ARE YOU AIMING FOR?

Four Sets of Forces Hindering or Supporting Change





gn and
mentation

EDUCATOR
Forces

Self-efficacy

Pedagogical knowledge

Prior teaching and
learning experiences

Motivations (intrinsic, extrinsic)

Style, Enthusiasm

Beliefs about role of educator
& role of learner

Beliefs about “good” teaching

Willingness (and option) to take risks

Design Implement

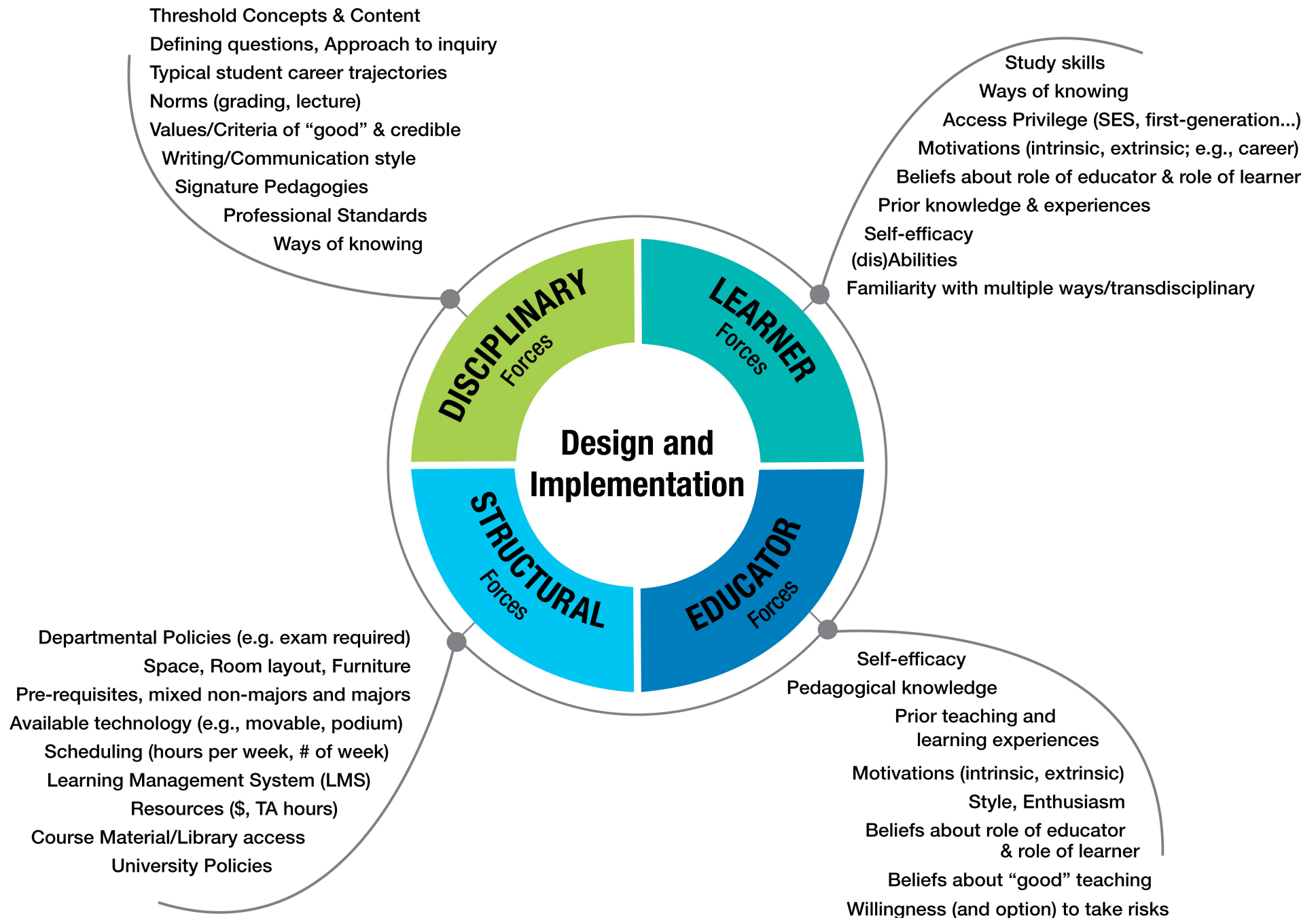
STRUCTURAL
Forces

Departmental Policies (e.g. exam required)
Space, Room layout, Furniture
Pre-requisites, mixed non-majors and majors
Available technology (e.g., movable, podium)
Scheduling (hours per week, # of week)
Learning Management System (LMS)
Resources (\$, TA hours)
Course Material/Library access
University Policies

Threshold Concepts & Content
Defining questions, Approach to inquiry
Typical student career trajectories
Norms (grading, lecture)
Values/Criteria of “good” & credible
Writing/Communication style
Signature Pedagogies
Professional Standards
Ways of knowing

DISCIPLINARY
Forces

Design

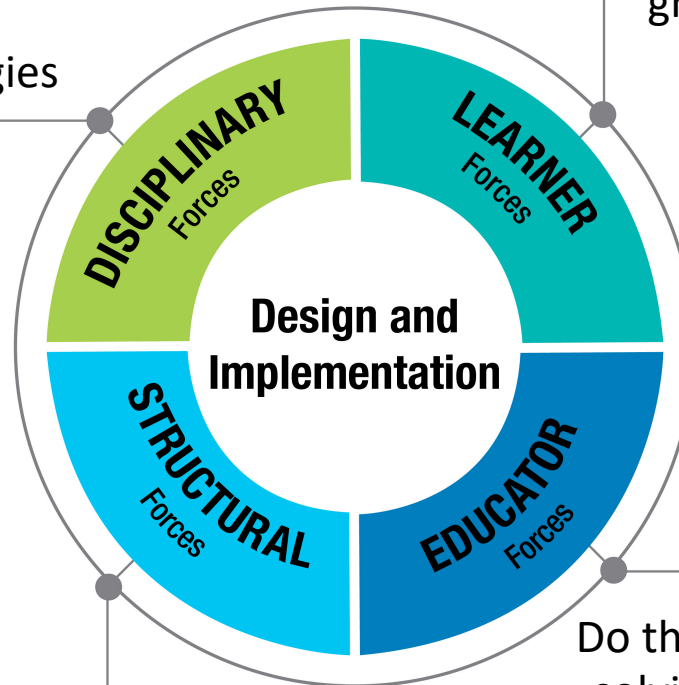


Example:

**Increase amount
of student-led
problem-based
learning**

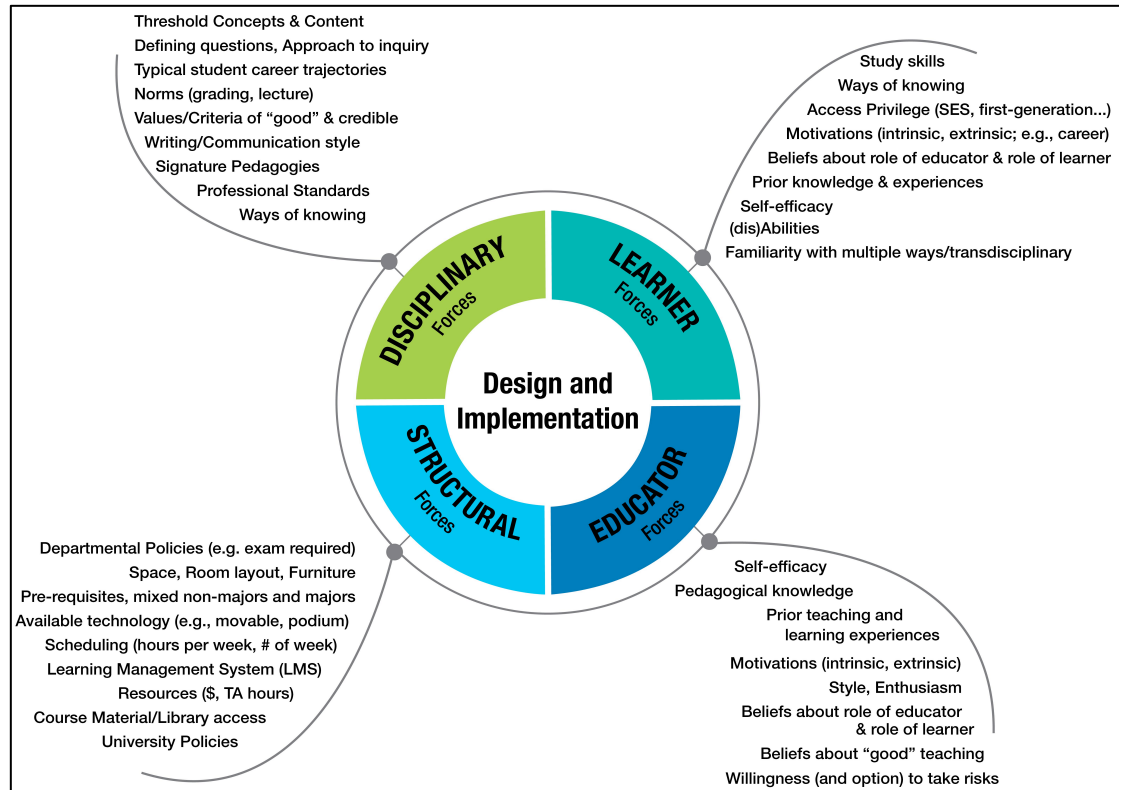
Students like hands-on
Belief that instructors are at
the front of the room
Past 😞 experience with
group work

Norms
Signature pedagogies



Do they value problem-
solving skills?
Self-efficacy (confidence)
Belief that instructors are
at the front of the room

Fixed seats in rooms
50min scheduled lectures
Exam Policies



Teaching Change Handout

THINK: What forces are affecting your initiative?

PAIR: Discuss, Prompt each other for the four sets of forces

SHARE: Chat

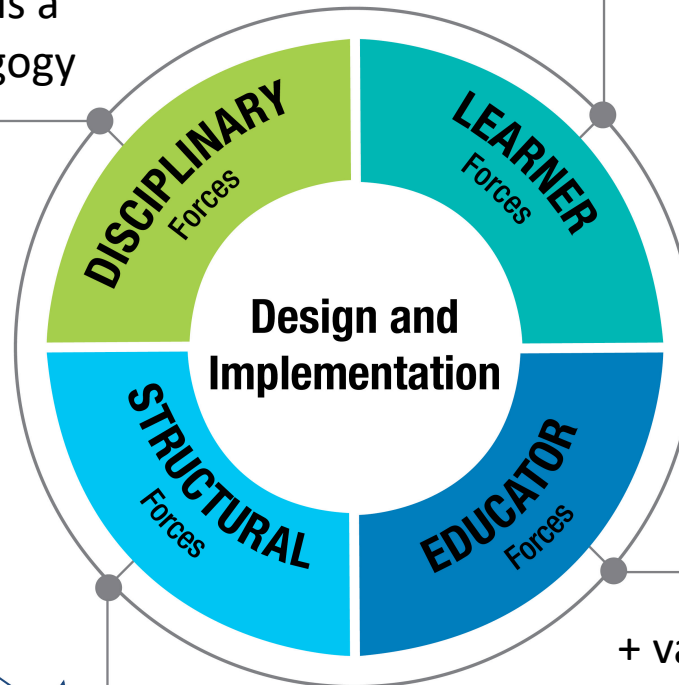
Helps to Explain Changes & Predict
Success of Change

Example:

Increase amount of student-led problem-based learning

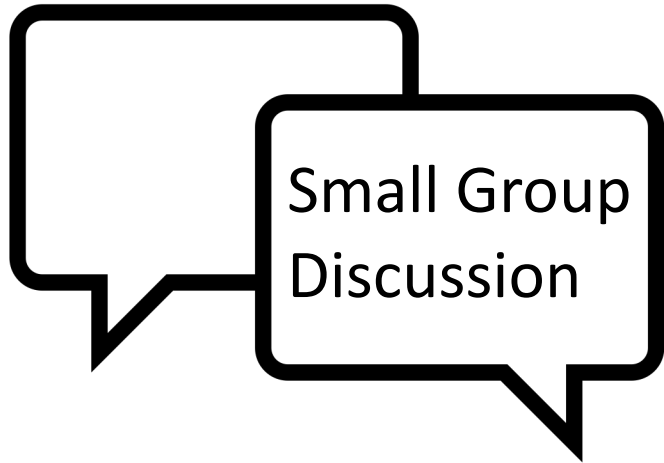
- + Fits with our discipline solves problems
- + Problem-based is a signature pedagogy

- + value hands-on
- Beliefs about instructors' role
- Past ☹ experience with group work



- Fixed seats in rooms
- 50min scheduled lectures

- + value problem-solving skills
- **More** self-efficacy for PBL grading
- Beliefs about instructor's role



THINK: Which forces are hindering?

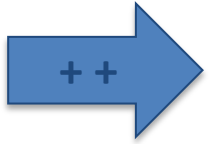
Which forces are supporting?

PAIR: Discuss, Prompt each other for +/- forces across the four sets of forces. Check for additional forces

SHARE: Chat

WHAT FORCES HINDER? SUPPORT?

APPLY CATALYSTS, SHIFT FORCES, LEVERAGE CHANGE



Increase supportive (+) forces

Address or convert hindering (-) forces

Example Catalysts:

- Educational Development
 - Workshops, communications, speakers, grants, resources, consultations, committee work...
- Institutional Initiatives
- Accrediting bodies
- Societal demand

Student demand

Example Change:

**Increase amount
of student-led
problem-based
learning**

- + Fits with our discipline solves problems
- + Problem-based is a signature pedagogy

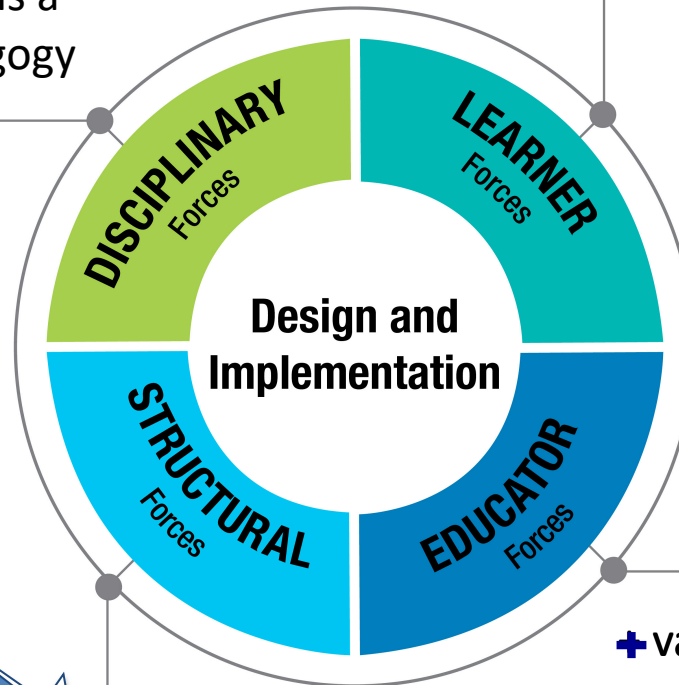
- + value hands-on
- + Beliefs about instructors' role
- Past ☹ experience with group work

**Communicate
"great instructors
promote problem
solving" with videos
for students &
credible disciplinary
guest speaker for
instructors**

- + value problem-solving skills
- + More self-efficacy for PBL grading
- + Beliefs about role instructor's role

**workshop
on grading
in PBL**

@carolynhoessler



**Design and
Implementation**

DISCIPLINARY
Forces

LEARNER
Forces

EDUCATOR
Forces

STRUCTURAL
Forces

- Fixed seats in rooms
- + 50min scheduled lectures



Small Group
Discussion

THINK: Which hindering forces do you need to mitigate or address?
What are potential relevant catalysts?

PAIR: Discuss, Prompt for possible catalysts and for feasibility and likelihood of shifting.

SHARE: Chat

IDENTIFY CATALYSTS

Using the TC Framework

- **Design for change:** Identify likely hindering and supportive forces, and plan how to address/leverage.
- **Needs assessment:** Invite perspectives and seek to identify structural, disciplinary, educator and learner forces that may hinder or support change.
- **Evaluation:** Identify forces that you plan to shift and assess early gains towards overall change.
- **Share! Cite:** Hoessler, C. (2019). Teaching Change Framework: An integrative framework of forces hindering/facilitating change.
www.hedbeyond.ca/tc-framework/

Two Approaches

Explicit Identification

- ✓ Label 4 sets of forces

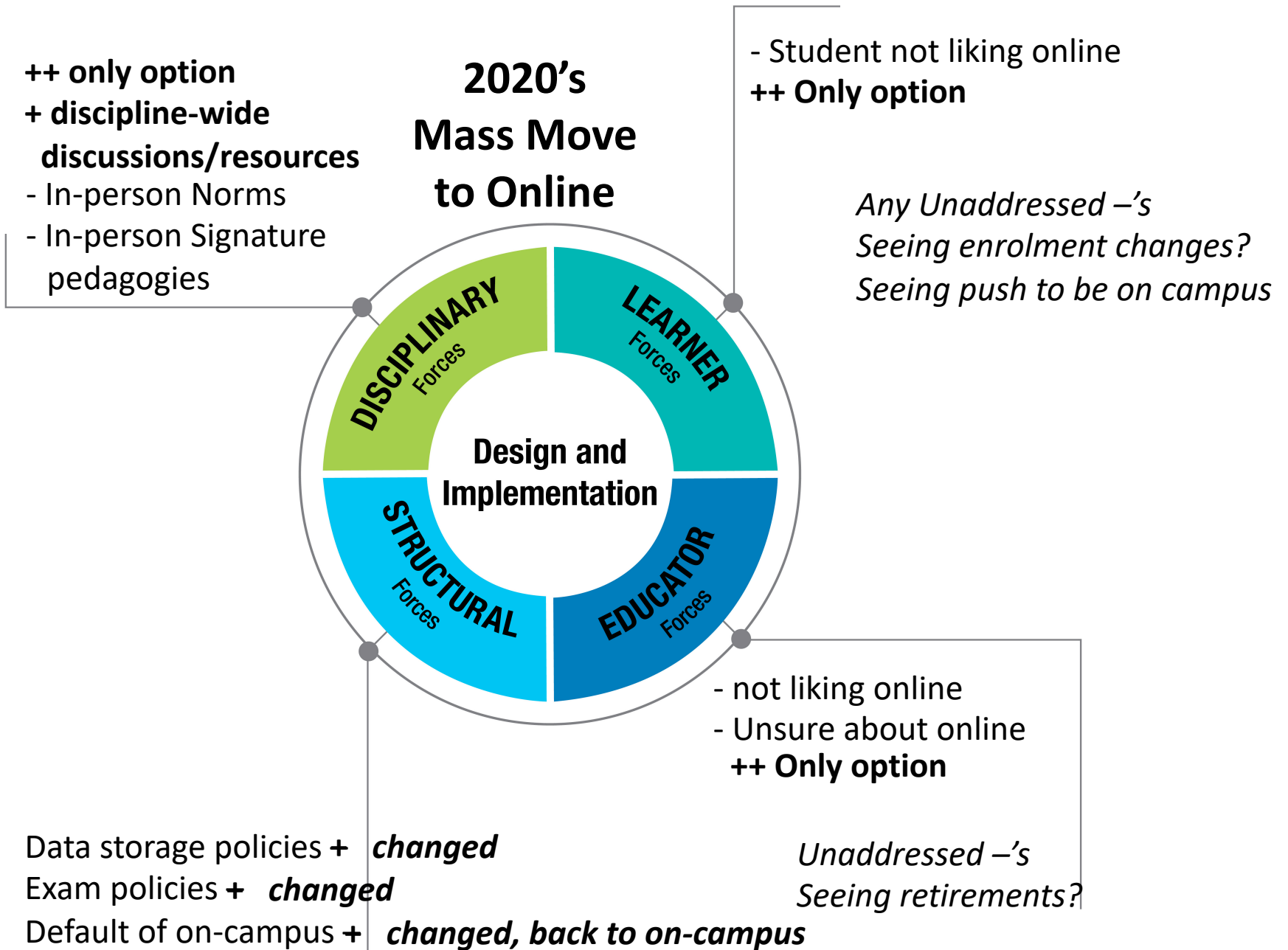
Disciplinary	Learner
Structural	Educator

- ✓ Provide list of example forces
- ✓ Then ask stakeholders to identify relevant forces hindering and supporting change.

Back Pocket Coaching

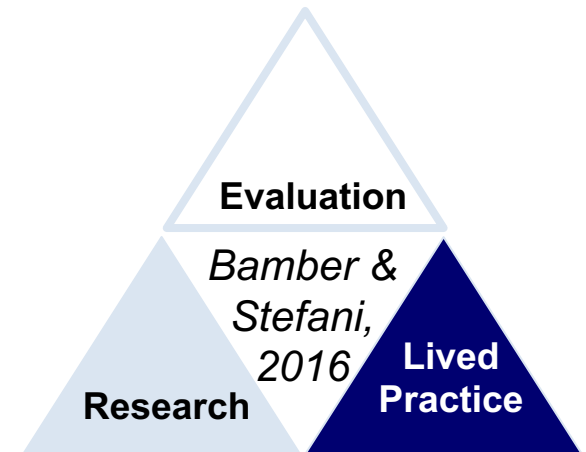
- ✓ Listen for factors discussed already
- ✓ Ask open questions: What may be supporting? What may be hindering?
- ✓ Prompt for factors related to Structural, Disciplinary, Educators, and Students.

Helps to Explain Changes & Predict Success of a Change



Situating this work

Evidencing Academic Development: This work is based on lived practice, and contributions from relevant research.



Key Criteria to Assess Quality of this Research (Patton, 2015)

Systems and Complexity Criteria: Does this project...

- Analyze and map systems of interest
- Attend to interrelationships and emergence
- Expect and document nonlinearities
- Adapt inquiry in the face of uncertainties
- Describe system-level changes and their implications
- Seem credible to systems thinkers

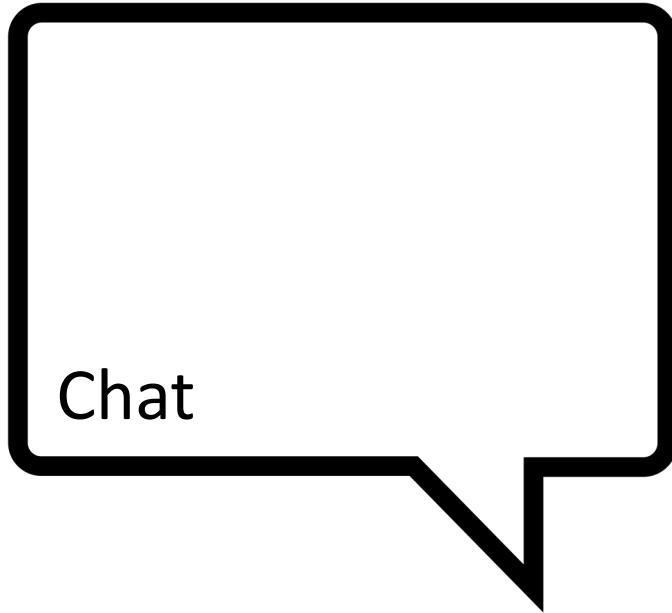
Pragmatic Utilization-focused Criteria: Does this project...

- Focus inquiry on informing action and decisions
- Identify intended uses and users
- Engage interactively with intended users to enhance relevance and use
- Seem credible to you as primary users
- Relevance to real-world issues and concerns
- Understandable methods and findings

References in Slides

Bamber, V. & Stefani, L.(2016) Taking up the challenge of evidencing value in educational development: from theory to practice, *International Journal for Academic Development*, 21:3, 242-254, DOI: <https://doi.org/10.1080/1360144X.2015.1100112>

Timmermans, J. A. (2014). Identifying threshold concepts in the careers of educational developers, *International Journal for Academic Development*, 19:4, 305-317, DOI: 10.1080/1360144X.2014.895731



ONE THING YOU WILL NOW TRY?

Teaching Change Framework

www.hedbeyond.ca/tc-framework/

Questions?

Carolyn Hoessler, PhD, CE (credentialed evaluator)

Coordinator, Learning and Faculty Development, Thompson Rivers University

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choessler@tru.ca

 [@carolynhoessler](https://twitter.com/carolynhoessler)