



College of Education
SDSU/USD Joint Doctoral Program

ED 814 EDUCATIONAL CHANGE

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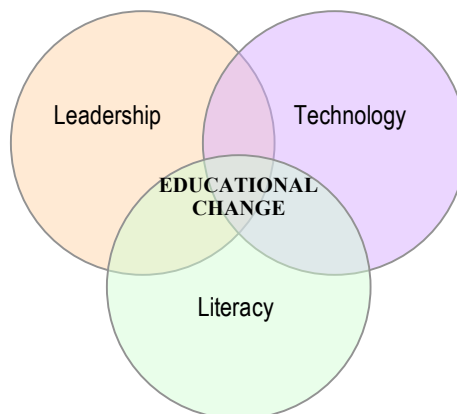
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Course Overview: Whether change is anticipated or unexpected, welcomed or shunned, productive or destructive, easy or difficult, big or small, one thing is certain; change happens. Both in our personal lives and in the organizations within which we work, our understandings about theoretical and practical aspects of the change process can lead to more productive ways of being. One purpose of this course is to examine a variety of educational change models, each of which uses as its catalyst a different initial focal point to examine critical aspects of organizational change.

Beyond existing change models, we will also reflect upon new literacies and their current and potential impact on the directions of educational change. Literacy has become a multidimensional concept. We may describe a person as 'computer literate', environmentally literate, math literate, politically literate, and so forth. On a more literal plane, we speak of 'oral literacy', 'visual literacy', and even 'emotional literacy'. The word *literacy* has moved from the more narrow pervue of reading to a much larger arena of skills and understandings. But, as with so many catch words and phrases, the proliferation of its use has raised new questions about its meaning. Using Lankshear and Knobel's book, [New Literacies](#), we will examine this phenomena since emergent technologies position literacy to be, in all probability, the single most important driver of educational change for the foreseeable future.

Wrapped into our examination of change models and change drivers will be the study of effective leadership. With assistance from Covey's book, [Principle-Centered Leadership](#), we will consider the organizational, managerial, interpersonal and personal skills so critical to purposeful, sustainable educational change.



Texts:Required

Lankshear, C. & Knobel, M. (2004). New literacies: Changing knowledge and classroom learning. New York, NY: Open University Press. ISBN #0 335 21066 X

Optional

Covey, S. (1992). Principle-centered leadership. New York, NY: Fireside. ISBN #0 671 79280 6

Additional Readings: (NOTE: The readings listed below are available on BlackBoard.)

Ford, J., Ford, L. & McNamara, R. (2004). Resistance and the background conversations of change. *Journal of Organizational Change Management*, 15(2), 105-122.

Lemke, J. (2002). *Complex systems and educational change*. Paper presented at the American Educational Research Association (AERA) Annual Conference.

Class Schedule:

Session #1 8/30	Course Overview <ul style="list-style-type: none"> • texts • syllabus • what we want from this course
Session #2 9/6	New Literacies: <i>The Time's, They are A'Changing</i> Seminal Educational Change Models: An Overview DUE: <u>New Literacies</u> 1-22
Session #3 9/13	<i>Workshop</i> on Personality & Leadership Styles
Session #4 9/20	<ul style="list-style-type: none"> • 'New Literacy Studies': The Paradigm & the Study of New Literacies: The Ontology • CMW (Change Model of the Week): The Innovation [Rogers, 1995] DUE: <u>NL</u> 23-78
Session #5 9/27	Concept Mapping Small Group Meeting #1
Session #6 10/4	Examples of 'new literacies' DUE: <ul style="list-style-type: none"> • locate examples of 'new literacies' (e.g. multimediating, e-zining, meme-ing, blogging, mind-rapping, culture jamming, communication guerrillas) • sharing of evolving Concept Maps
Session #7 10/11	Attention Economics: "Can't see the forest for the trees." CMW: The Change Environment [Ely, 1990] DUE: <u>NL</u> 81-131

Session #8 10/18	The Rating Game CMW: The Change Agent [Fullan & Steglebauer, [1991] DUE: NL 132-151
Session #9 10/25	Concept Mapping Small Group Meeting #2
Session #10 11/1	CMW: The Change Process [Havelock & Zlotolow, 1995] Principles of Leadership DUE: • sharing of evolving Concept Maps
Session #11 11/8	Digital Epistemologies DUE: NL 155-177
Session #12 11/15	New Ways of Knowing CMW: Concerns-Based Adoption Model [Hall & Hord, 1987] DUE NL 178-206
Session #13 11/22	Concept Mapping Small Group Meeting #3
Session #14 12/6	CMW: Barriers to Change [Karp, 1997; Zaltman & Duncan, 1977] DUE: • <i>Resistance and the Background Conversations of Change.</i> Ford, Ford, & McNamara • sharing of evolving Concept Maps
Session #15 12/13	CMW: Systems Theory [Reigeluth] DUE: Final Sharing of Concept Maps

Assignments:

Concept Map #1	20%
Concept Map #2	20%
Concept Map #3	20%
Concept Map #4	20%
Final Paper/Project	20%
TOTAL = 100%	

Concept Mapping Small Group Project

In Week #5 of the course, you will become part of a small group and begin creating a concept map that identifies critical issues related to 1) new literacies, 2) leadership, and 3) educational change and 2) provides thoughtful connections between and among these concepts. Particularly in the early stages of creation, there may be discrete sections where you focus in more depth on a concept or set of concept. It is perfectly natural that the way you conceptualize and cluster knowledge will continually change as you garner additional information and engage in critical reflection. You should not approach the development of the graphic organizer as something you have to 'finish'. Rather, the process of creating this visual representation is an opportunity for you to engage in critical thinking and conversation and concepts and connections across concepts. Use this time to get those synapses popping to form new connections between neurons!

Accompany your evolving concept map with a set of bulleted statements that add more clarity to the visual representation.

Ground Rules & Responsibilities for Concept Map Group Members

Preparation for Group Meetings

Come to the group (actually or virtually) well prepared to engage in the conversation and concept mapping process. If you have been stimulated, perplexed, or confused by something you have read/heard, put it on the 'agenda' for discussion. In preparing for each group meeting, revisit the most recent concept map to ready yourself for continuing its development.

Time Management

You will have 2 hours for each of the 4 group meetings. It is always difficult to find a productive balance between a free flow of discussion and effective time management. It is the responsibility of each group member to monitor both time and topic. Begin your group session ON TIME and set an 'agenda' that will move your concept map forward. If one issue seems to be taking an inordinate amount of time, it may be an indication that it needs more time to incubate in your minds. When this is the case, agree to revisit this topic in subsequent communication with one another.

Group Interaction

Don't hog the conversation. Remember, listening is a critical part of effective communication and learning. Each of you has your own ways of thinking and articulating your thoughts. All of you have a responsibility to do so.

There will be times when group members disagree about the nature, strength, and/or direction of relationships across concepts. These differences in thinking should be welcomed as opportunities for deeper processing. As you explain your thinking and listen to the thinking of others, it is highly probable that your collective concept map will be better for it. While this can sometimes be challenging, it is an essential element of productive collaboration. Viewing it as such will keep you from moving into 'cortisol' country.

Shared Group Responsibilities.

- *Upfront Group Decisions*

- As a group, decide on the conventions you will use to indicate various relationships among concepts. It is recommended that you use Inspiration© or some other computer-based graphic organizing tool (Make sure that each member has the most recent version of the concept map. It will also be necessary for you to save each version of your concept map [4 versions] so that we may examine the evolution over time.) During your group sessions, you may also want to use a large writing surface if you find this more effective.
- Meeting Place. While the classroom will be available to you on the nights of your group meetings, you are not required to meet here. If you find it logistically and/or aesthetically more favorable to meet in an alternate space that is perfectly acceptable.
- Decide on the mode and expectations for group communication about your concept map development outside of your 4 scheduled meetings. It would be wise to assemble a tentative agenda before each scheduled meeting.

- *Recording Information on the Concept Map*
Share responsibility for the actual recording/placing of ideas on the graphic organizer. Too often, one person is designated as the 'recorder'. While this is an important responsibility, it can diminish that person's ability to be a full participant in the 'thinking' aspect of the process. Switch recorders at least twice during each group session and make sure each person has fairly equal responsibility for this task across the 4 group meetings.
- *Sharing Concept Map with Another Group*
You will have the opportunity to share your concept map with another group during class time 2-3 times during the semester. This is a group activity and all members should be prepared to discuss/explain the concept map.

Individual Responsibilities

- *Evaluating Group Contributions of Yourself and your Fellow Group Members.*
Four times during the semester, I will ask you to evaluate your own contributions to the Concept Map Group and those of the other members. This brief form will be posted on BlackBoard so it can be completed and forwarded to me electronically. All evaluation information will be kept confidential.

Final Paper

At the conclusion of the course you will be asked to submit a scholarly paper that applies what you have learned about educational change and new literacies to your own, individual professional contexts. In this paper, you are to address the following:

- *How might you move your organization toward a paradigm of New Literacies? From what leadership principles and models of organizational change might you draw direction?*
- *From an ontological perspective, what might be some examples of new literacies in your professional educational environment? What makes them 'new' literacies as opposed to 'new wine in old bottles'?*
- *Finally, discuss the concept of digital epistemologies as it relates to changes you are making in your own thinking about knowledge and the formal educational environment.*

Specifications:

Your paper should be a scholarly endeavor meaning that you cite relevant research/theory to reinforce your own thoughts/ideas. The paper should be between 10-12 pages (without references), double-spaced with 1 inch margins around and in compliance with APA guidelines. References should be placed at the end of the manuscript.

NOTE: I strongly encourage you to "write for publication". Identify one or two professional journals that you feel would be receptive and familiarize yourself with their manuscript specifications.