

Change at Veryfine College

A role-playing game adapted from *Making Change for School Improvement* (The Network)

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Object & Rules

OBJECT OF THE GAME

Several administrators at Veryfine College have read *Shaping the Future*. They have asked the SMET departments at the College to respond to the document by stating how each department should change its teaching and making those changes. As the game begins, a committee in your department has decided that some changes are necessary to meet goals such as:

- Believe and affirm that every student can learn; recognize that different students may learn in different ways and with differing levels of ability; and create an environment in each class that both challenges and supports.
- Start with the student's experience; understand that the student may come with significantly incorrect notions; and relate the subject matter to things the student already knows.
- Use effective instructional practices that increase student learning.

Your team is the Change Committee for your department. The Committee is charged with promoting learner-centered teaching among the faculty and, thus, creating teaching consistent with these goals. The object is to gain benefits for students (Stu Bens).

RULES

All characters on the gameboard are other faculty members in your department or administrators who can help or hinder change. They start by knowing little or nothing about *Shaping the Future* and with different interests in making changes in undergraduate education. On the board they start at the left side -- an indication that they are not aware of your committee's work. Your task is to move them across the board and get them to Routine Use of learner-centered teaching techniques. As play progresses they move first to Information then to Interest, Preparation, Early Use and finally to Routine Use of learner-centered instructional techniques. The object of the game is to move as many characters as possible to using learner-centered techniques and to use as few resources as necessary to accomplish this change.

Resources (time, money, effort, materials, etc.) are represented by bits which the committee spends to complete the activities of the game. The initial budget is 48 bits per year. Bits are expended according to the choices made by the team and are listed on the Team Activities Sheets. Additional bits may be gained from administrators.

DURATION

The game encompasses two years.

STARTING

Read through the 'Personalities of Characters' and the 'Team Activities Choice Sheet'. Then choose your Committee's first move.

Characters

Personalities of Characters

Dean Al Angler

Near retirement, Al has things running smoothly and wants to keep it that way. He supports issues that are important to the success of our students.

Associate Dean Beth Bright

New to Veryfine College, Beth is still unsure about her role. She was hired because of her past experience at federal agencies which fund science education projects and her interest in academic reform.

Department Chair Carl Content

Bright and ambitious, Carl heads a strong department that is nationally known for its research program. He is careful not to offend anyone and is proud of the course offerings he and his department have developed. He is cautious about things that are too different or might decrease faculty time for research.

Professor Ed Excel

Ed is highly respected for both research and teaching. He listens carefully to colleagues concerning changes in post-secondary education. He is thoughtful about proposed innovations, not rushing into new things but not dismissing their possibilities either.

Professor Fred Freund

A strong supporter of quality education Fred closely follows the call for change in undergraduate education. He has read *Shaping the Future*. He reads carefully his student evaluations of his teaching. He is a competent teacher and keeps an eye out for new materials and ideas. Fred's concern about teaching is not well known by other faculty as he does not have much in common with them. Faculty development seems irrelevant to him.

Professor Hazel Hassle

Hazel tends to go along to get along. Most of her colleagues like her because she is a nice person and does not make waves. Hazel is a little confused about all of this talk about change. Her students drive her crazy. She complains frequently about the college's administration.

Professor Imelda Inert

A fervent believer in the importance of basic skills, Imelda resents the time and energy that go into fads. She knows what works in her classes and says that the old ways are the

best ways. She will resist anything which means more time or effort on teaching. She will retire in about five years.

Assistant Professor Jan Jemm

Bright and articulate Jan is concerned about the lack of enrollment by female students in the department's higher level courses. She is respected by her colleagues for her scholarship. While other faculty often seek her advice about teaching, they also remind her that research activity is critical for earning tenure.

Associate Professor Mark Mavrik

An energetic and enthusiastic teacher, Mark has recently earned tenure. He has decided to use his recently earned job security to concentrate on new and better ways of teaching. He wishes he could spend more time improving students' attitudes and expanding their options. He has many ideas. However, he has not been able to gain broad support for these innovations among his colleagues.

Assistant Professor Quentin Qualm

Quentin has just joined the department and already feels overworked. He thinks many of his students should not be in college classes. He is not interested in new ideas or projects related to teaching because they are a waste of time and interfere with his time for research. His tenure decision is five years away, but the department expects great research from him.

Academic Vice President Simon Saves

Simon has been at Veryfine College for almost 30 years. He rates Veryfine as an excellent institution. He does not believe new techniques for teaching are necessary; he thinks students are not doing well because they do not work hard enough. However, he still supports faculty who wish to try new ideas ñ as long as the implementation is not too costly. He will support faculty with matching funds and/or released time for teaching-related grants that receive external funding.

Associate Professor Terrance Timeline

Terrance is considered a solid teacher but his research has been stagnant for several years. He has been an Associate Professor for nine years and realizes that he must increase his research activity if he is to be promoted to Professor.

Visiting Associate Professor Ursula Unique

Ursula likes the location of Veryfine College so she teaches a heavy load to remain in the area even though she does not have a tenure track position. She enjoys teaching and wants to provide the best experience for her students. She wants to make changes, such as those recommended in *Shaping the Future*. However, she is cautious about discussing change because she is concerned about losing her job.

Background

Concepts Built into *Change at Veryfine College*

Change takes time and persistence.

Individuals go through stages in the change process and have different needs at different stages.

Change strategies are most effective when they are chosen to meet individual needs.

Administrative support is needed for change to occur.

Developing a critical mass of user support is just as important as developing administrative support.

An individual or committee must take responsibility for organizing and managing the change.

The objective of the change is to benefit students, not just to convert the staff.

Successful change is *planned* and *managed*.

Assumptions of the Concerns Based Adoption Model¹

Change

- is a *process*, not an event,
- is made by *individuals* first, then by institutions,
- is a highly *personal* experience, and
- entails *developmental* growth in feelings and skills.

Interventions must be related to

- the *people* first, and
- the *innovation* second.

¹ Adapted from *Procedures for Adopting Education Innovations Program*, Research and Development for Teacher Education, The University of Texas at Austin.

Adopter Types

The characters described in *Change at Veryfine College* conform to a set of adopter types developed by Everett Rogers (*Diffusion of Innovation*) and others who have studied how innovation moves through groups of people. The game includes characters of all adopter types, in percentages close to those found in the population at large. These types are:

- **Innovator:** eager to try new ideas, open to change, and willing to take risks; usually perceived as naïve or a little crazy and, therefore, not well integrated into the social structure. (8% - Mark)
- **Leader:** open to change but more thoughtful than Innovators about getting involved; trusted by other faculty and sought after for advice and opinions. (17% - Ed, Jan)
- **Early Majority:** cautious and deliberate about deciding to adopt an innovation; tend to be followers and not leaders. (29% - Beth, Carl, Fred, Ursula)
- **Late Majority:** skeptical of adopting new ideas and set in their ways; can be won over by a combination of peer pressure and administrative expectations (29% - Al, Hazel, Simon, Terrance)
- **Resistor:** suspicious and generally opposed to new ideas; usually low in influence and often isolated from the mainstream. (17% - Imelda, Quentin)

Stages of Concern

When a person considers innovation and change in teaching, he/she moves through several stages. Research² has documented these stages and shows that the changes have major foci ñ the person him/herself, the task, and the impact of the innovation.

Focus	Stages of Concern	Examples of Expressions of Concern
SELF	Awareness	I am not concerned about the innovations.
	Informational	I would like to know more about the innovations.
	Personal	How will using the new techniques for teaching affect me?
TASK	Management	I seem to be spending all of my time implementing the new ideas.
IMPACT	Consequence	How is my use of new teaching techniques affecting students? How can I refine them to have more impact?
	Collaboration	How can I relate what I am doing to what others are doing?
	Refocusing	I have some ideas about something that would work better.

² Adapted from Shirley M. Hord, William L. Rutherford, Leslie Huling-Austin, and Gene Hall, *Taking Charge of Change*. Alexandria, VA: ASCD and Austin TX: SEDL, 1987.

Levels of Use of an Innovation

As teachers implement new teaching-learning methods, they move through levels of use of innovations. The lowest level of use is not use at all. As teachers become involved in innovative teaching, they can eventually reach a level where they are developing their own innovations (levels IVB to VI below).

<i>Levels of Use</i>	<i>Typical Behaviors</i>
0. Non-Use	No action is being taken with respect to the innovation.
I. Orientation	The user is seeking out information about the innovation.
II. Preparation	The user is preparing to use the innovation.
III. Mechanical	The user is using the innovation in a poorly coordinated manner and is making user-oriented change.
IVA. Routine	The user implements the innovation with few or no changes and has established a pattern of use.
IVB. Refinement	The user is making changes to increase the desired outcomes.
V. Integration	The user is making deliberate efforts to coordinate with others in using the innovation.
VI. Renewal	The user is seeking more effective alternatives to the established use of the innovation

Facilitator Stages of Concern

A person who is facilitating or managing a change also moves through stages³.

0. Awareness	The person does not see him/herself as the one who will facilitate the change. The person's awareness is focused elsewhere.
I. Informational	The facilitator develops an interest in learning more about the innovation. The concern is not self-oriented. The focus is on the need or desire to know more about the innovation in general, its characteristics, effects, and requirements for use.
II. Personal	The facilitator has uncertainty about his/her ability and role. Doubts about one's adequacy in being able to be an effective change facilitator and questions about institutional support and rewards for doing the job are included. Lack of confidence in oneself or in support to be received from superiors and/or non-users are a concern at this stage.
III. Management	The time, logistics, available resources and energy involved in facilitating others in the use of the innovation are the focus. Attention is on the 'how-to-do-its' of change facilitation and decreasing the difficulty of managing the change process.
IV. Consequence	The facilitator concentrates on improving his/her style of change facilitation and increasing positive effects of the innovation. Increasing the effectiveness of users and analyzing the effects on students are the focus. Expanding his/her facility and style for facilitating change is also a focus.
V. Collaboration	Improving coordination and communication for increased effectiveness of the innovation is the focus. Issues related to involving other leaders in support of and facilitating use of the innovation for increased impact are indicated.
VI Refocusing	Ideas about the alternatives are the focus. Thoughts and opinions oriented toward increasing benefits to students are based on substantive questions about the maximum effectiveness of the present innovation. Thought is given to alternative forms or possible replacement of the innovation.

³ From *Describing Concerns Principals Have About Facilitating Change* by William Rutherford, Gene E. Hall, and Beulah W. Newlove. Austin Texas: 1982. R & D Report No. 31331

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FIRST STEPS

1. Team selects recorder.
2. Read: Personalities of Characters.
3. Read: Team Activities Choice Sheet.
4. Play.

OBJECT OF THE GAME

- 1) Gain Stu Bens**
- 2) Move Faculty
Across Board**

Individual Interaction Feedback

AI

TALK TO AL: (First Time)

Al is very busy. He tells you that you can talk to Beth who is more involved in these things, but he doesn't see that students in your departments have any learning problems.

MOVE AL 1 SPACE IN INFORMATION ONLY.

A2

TALK TO AL: (Again)

Al decides to give you more time today. He is impressed by your persistence. You have a long talk about how the Shaping the Future report advocates changes in science, mathematics, engineering and technology education and in improving student learning. He is still not convinced that these problems exist in your department but agrees to think about it and to support your efforts to get information to the faculty.

MOVE AL 1 SPACE.

A3

CURRICULUM IMPLEMENTATION

Even though you have some support, you have not talked to the Dean enough for him to support your efforts. Have another chat with Al about the importance of this activity.

NO ONE MOVES.

BI

TALK TO BETH: (First time)

Beth says that she encourages all efforts towards learner-centered teaching. She is glad that your committee is active and wants to be kept informed. She is, however, too busy to help at this time.

MOVE BETH 1 SPACE IN INFORMATION ONLY.

B2

TALK TO BETH: (Again)

Beth is glad your committee is keeping her informed. She thinks your ideas are good and offers you a small amount of financial support so that you can share information about the project. She advises you to involve other people and to think about how to institutionalize the work of your Committee.

MOVE BETH 2 SPACES. GAIN 4 BITS FOR YOUR BUDGET.

B3

SEMINAR RESULTS

The seminar was a positive experience for everyone involved. Participants gained new insights and had rewarding discussions.

MOVE ALL PARTICIPANTS 2 SPACES.

IF THE FOLLOWING FACULTY WERE PARTICIPANTS, GAIN STUDENTS AS FOLLOWS: 40 for M; 20 for E or J.

CI

TALK TO CARL: (First time)

Carl thanks you for talking to him and says he supports your efforts. He states that the Department has already reviewed its courses to see if they include learning activities consistent with the Shaping the Future recommendations.

MOVE CARL 1 SPACE IN INFORMATION ONLY.

C2

TALK TO CARL: (Again)

Carl says he's thought about the proposed changes and is beginning to get more interested.

MOVE CARL 2 SPACES.

IF YOU KNOW WHOM CARL INFLUENCES, MOVE EACH OF THEM 1 SPACE IN INFORMATION ONLY.

C3

PRESENTATION RESULTS

Your presentation was well received by most faculty and by the students who attended. A resistant member of the administration still thinks this effort is a waste of valuable time. A few of the faculty resent the ideas presented. Nevertheless, most people begin talking about learner-centered issues and understand a little more about your committee.

MOVE EVERYONE, EXCEPT IMELDA, 2 SPACES IN INFORMATION OR INTEREST ONLY.

D2

WRITTEN INFORMATION

Because you have obtained administrative support, you are able to gather and distribute a large quantity of materials. The faculty consider your information to be attractive and informative.

MOVE EVERYONE 1 SPACE BUT ONLY IN INFORMATION OR INTEREST.

D3

TALK TO AL: (Third time)

The information from Shaping the Future that you provide the Dean has made him more open to the project. He advises you, iChange takes time. If you want to make this stick, you have lots of work to do. When you're ready, I'll provide support on your behalf with the Vice-President for Academic Affairs.

MOVE AL 2 SPACES. GAIN 10 BITS FOR YOUR BUDGET.

E1

TALK TO ED: (First time)

Ed is interested in the information that you shared. He would like to know more about the project.

MOVE ED 1 SPACE IN INFORMATION ONLY.

E2

TALK TO ED: (Again)

Ed is glad to get more information and is supportive. He begins to talk positively about the project to others in the department and says you can test some activities in his classes.

**MOVE ED 2 SPACES; IF YOU KNOW WHOM ED INFLUENCES,
MOVE EACH OF THEM 1 SPACE IN INFORMATION ONLY.**

E3

VICE-PRESIDENT FOR ACADEMIC AFFAIRS SUPPORT

The Vice-president is supportive of your recommendation but he is still hesitant about making a broad commitment to student-centered learning. You can, however, select one faculty member for whom he will provide release time to pilot test your ideas in one class.

MOVE SELECTED FACULTY MEMBER AND COMMITTEE MEMBERS 1 SPACE.

F1

TALK TO FRED: (First time)

Fred is open to new ideas but wants to know how the Shaping the Future recommendations relate to quality education. He will need time to think about it.

MOVE FRED 1 SPACE IN INFORMATION ONLY.

F2

TALK TO FRED: (Again)

Fred starts to see that you can't have quality education unless it's appropriate for everybody.

MOVE FRED 2 SPACES.

F3

PRESENTATION RESULTS

Your presentation comes the day after a heated meeting at which the Board of Regents demanded that students be better prepared for the future. Everyone is greatly relieved to find out that your committee has used Shaping the Future to create plans to address this issue. Your presentation is positively received.

MOVE EVERYONE 2 SPACES IN INFORMATION OR INTEREST ONLY.

G2

WRITTEN INFORMATION

Your written information is nicely presented but many people say, "There's nothing new here." Maybe people are ready for more in-depth work.

MOVE EACH PERSON WHO IS IN INFORMATION OR INTEREST 1 SPACE, EXCEPT FOR IMELDA.

G3

TALK TO EVERYONE BUT AL: (Third time)

You have already talked to this person about the project and are in danger of becoming a pest. Try another strategy to move him or her along.

THIS PERSON DOES NOT MOVE.

H1

TALK TO HAZEL: (First time)

Hazel listens to you and asks what other faculty are saying about the Shaping the Future recommendations. She wants to know if this means more time spent on administrative activities. She doesn't have time to do much more than she does now.

MOVE HAZEL 1 SPACE IN INFORMATION ONLY.

H2

TALK TO HAZEL: (Again)

Hazel thinks you are well meaning but is afraid you are going to involve her in some extra work. She cuts your conversation off.

MOVE HAZEL 1 SPACE.

H3

VICE PRESIDENT FOR ACADEMIC AFFAIRS SUPPORT

You win big! Your new ideas and proposals are approved and implemented. The Vice President is enthusiastic, and faculty and students show their support.

**MOVE EVERYONE 1 SPACE.
RECEIVE 30 BITS FOR YOUR BUDGET.
GAIN 1500 STU BENS FOR YOUR INFLUENCE ON STUDENT ACHIEVEMENT.**

I1

TALK TO IMELDA: (First time)

Imelda says her students are learning well now; she helps each one as an individual whenever the students request such help.

IMELDA DOES NOT MOVE.

I2

TALK TO IMELDA: (Again)

Imelda keeps interrupting you to disagree with everything you say.

IMELDA DOES NOT MOVE.

I3

WRITTEN INFORMATION.

Because you don't have financial support from the Dean or the Department Head, you can only distribute copies of a couple of pages. No one pays attention.

NO ONE MOVES.

J1

TALK TO JAN: (First time)

Jan has thought about learner-centered instruction and other recommendations of Shaping the Future issues because she attended a workshop on the subject at a professional conference. She is interested and offers to share her resources and knowledge with others.

MOVE JAN 1 SPACE IN INFORMATION ONLY.

J2

TALK TO JAN: (Again)

Jan is beginning to get excited about the possibilities of this project. She's even started to get others interested.

MOVE JAN 2 SPACES; IF YOU KNOW WHOM JAN INFLUENCES, MOVE EACH OF THEM 1 SPACE IN INFORMATION ONLY.

J3

CURRICULUM IMPLEMENTATION

The Dean agrees to bring your proposal to the Vice President for Academic Affairs only if you have experienced people who are ready to do the work. Because fewer than two of the people you designated are in Early Use, they are not the best people to begin the implementation.

NO ONE MOVES.

K2

PRESENTATION

Because you have administrative support, you are able to conduct a high quality presentation which is attended by most of the faculty in your department.

CHOOSE ONE OF THE FOLLOWING (EXCEPT ONE USED PREVIOUSLY) TO SEE HOW YOUR PRESENTATION GOES: C3, F3, L3, P3, V3, or W3.

K3

SEMINAR RESULTS

The seminar helped participants see education in a new way. The speaker was positive, enthusiastic, and helpful.

MOVE PARTICIPANTS 2 SPACES AND GAIN 40 STU BENS FOR EACH NON-ADMINISTRATIVE PARTICIPANT.

L2

COURSE REVISION

Even though you have some faculty support, you have not talked to the Dean enough for him to support your request for college resources. Have another chat with AI about the importance of this activity.

NO ONE MOVES.

L3

PRESENTATION RESULTS

Your presentation was carefully prepared to be clear and non-threatening, and to connect the Shaping the Future recommendations to good education. While you did not win everyone over, you made a good start.

MOVE E, J, AND M 2 SPACES IN INFORMATION OR INTEREST ONLY.

MOVE A, B, C, F, H, S, T, and U, 1 SPACE IN INFORMATION OR INTEREST ONLY.

MI

TALK TO MARK: (First time)

Mark tells you several stories that illustrate how the Department's present teaching style has caused students, particularly women and minority students, to change majors. He was pleased to receive a copy of Shaping the Future and promises to read it soon. If there is any way he can help, he is willing.

MOVE MARK TO THE FIRST SPACE IN EARLY USE.

M2

TALK TO MARK: (Again)

Mark supports you and the project all the way.

MOVE MARK 1 SPACE.

M3

FOLLOW-UP HELP

Follow-up help is especially important when people are trying something new. Some people were really having difficulty and were thinking of dropping their attempts at change. You suggest ways to involve students more and your help is considered useful.

MOVE EACH PERSON IN EARLY USE 2 SPACES.

MOVE EACH PERSON IN ROUTINE USE 1 SPACE.

GAIN 20 STU BENS FOR EACH PERSON HELPED.

N2

SEMINAR RESULTS

Because the Department Chair has not encouraged you to conduct activities in the department, he attends and monopolizes most of the discussion time with hostile questions and comments.

NO ONE MOVES.

N3

SEMINAR RESULTS

Because participants have been involved with learner-centered instruction for a while, they were ready for this kind of issue-based discussion. The seminar increased both the skills and the commitment of participants. They thought about the issues in a new way and gained strategies to improve their teaching.

MOVE EACH PARTICIPANT 1 SPACE.

GAIN 60 STU BENS FOR EACH PARTICIPANT WHO MOVES INTO ROUTINE USE.

O2

COURSE REVISION

You have both administrative commitment and a broad base of support. You form a Course Revision Committee to incorporate the use of learner-centered approaches into all courses of study. You ask the Vice President for Academic Affairs for support

CHOOSE ONE OF THE FOLLOWING (EXCEPT ONE USED PREVIOUSLY) TO SEE HOW IT GOES: E3, H3, U5, or Y3.

O3

SUPPORT GROUP

Because members are still in the early stages, the meeting turns into a debate on the merits of implementing learner-centered instruction. Everyone is frustrated.

NO ONE MOVES

P2

SEMINAR RESULTS

You invite a speaker and hold an in-depth seminar to increase participants' knowledge of and commitment to learner-centered instruction.

CHOOSE ONE OF THE FOLLOWING (EXCEPT ONE USED PREVIOUSLY) TO SEE HOW YOUR SEMINAR GOES: B3, K3, N2, N3, S3, or X3.

P3

PRESENTATION RESULTS

Your presentation explains to everyone what your committee is doing. Most people are glad to know you are not the radicals they thought you were. A few people still oppose your efforts.

MOVE IMELDA AND QUENTIN 1 SPACE IN INFORMATION OR INTEREST ONLY. MOVE EVERYONE ELSE 2 SPACES IN INFORMATION OR INTEREST ONLY.

Q1

TALK TO QUENTIN: (First time)

Quentin says, "What do you want me to do? I'm too busy to help!"

QUENTIN DOES NOT MOVE.

Q2

TALK TO QUENTIN: (Again)

Quentin thinks you are annoying. He has too much to do without being concerned with individual students.

QUENTIN DOES NOT MOVE.

R2

PRESENTATION

The Department Chair forgets to tell the faculty about your presentation. No one shows up.

NO ONE MOVES.

R3

CURRICULUM IMPLEMENTATION

You have both administrative commitment and a broad base of support. You form an implementation committee to determine the mechanisms and resources needed. You take your request to the Vice President for Academic Affairs.

CHOOSE ONE OF THE FOLLOWING (EXCEPT ONE USED PREVIOUSLY) TO SEE HOW IT GOES: E3, H3, U5, or Y3.

S1

TALK TO SIMON: (First time)

Simon smiles and nods a lot but you get the distinct feeling that he is not listening to you. When you ask if he wants more information, he says, iNo. You've answered all my questions. Thank you. i

MOVE SIMON 1 SPACE IN INFORMATION ONLY.

S2

TALK TO SIMON: (Again)

Simon is very pleasant in this conversation, too. Why don't you feel better about it?

MOVE SIMON 1 SPACE.

S3

SEMINAR RESULTS

The seminar was very thought provoking for some, but seemed irrelevant for others.

MOVE PARTICIPANTS 1 SPACE AND GAIN 30 STU BENS FOR EACH PARTICIPANT EXCEPT H, I, Q, OR S.

T1

TALK TO TERRANCE: (First time)

Terry is much too busy working on an NSF proposal that he hopes will fund his research to listen to you. He says that he will have time to talk with you again in about three weeks.

TERRY DOES NOT MOVE

T2

TALK TO TERRANCE: (Again)

Terry is willing to listen to you but says that he cannot take the time to read Shaping the Future. He agrees that some classes could be taught better, but thinks that improving the lectures should be sufficient.

MOVE TERRY ONE SPACE IN INFORMATION ONLY.

T4

WORKSHOP RESULTS

Because the Department Chair has not encouraged you to conduct activities, you do not have the resources to conduct a full workshop.
NO ONE MOVES.

T5

PRESENTATION RESULTS

It is the second year and people are glad to know your project is still operating. The presentation develops some more interest in your plans.

MOVE EVERYONE 1 SPACE.

U1

TALK TO URSULA: (First time)

Ursula listens politely and agrees that some changes seem warranted. However, she does not wish to get involved at this time.

MOVE URSULA ONE SPACE IN INFORMATION ONLY.

U2

TALK TO URSULA: (Again)

Ursula realizes that her students may be better served by implementing some of the Shaping the Future recommendations. She says that she will help if other faculty endorse the changes.

MOVE URSULA ONE SPACE.

U3

PRESENTATION RESULTS

You already did one presentation on this subject this year, and some people are beginning to think that you are wasting time.

MOVE EVERYONE 1 SPACE IN INFORMATION ONLY.

U4

CLASSROOM TRIAL

Students get very excited about the nature of the trial lessons and share everyday experiences that are related to the concepts which were introduced in class. They ask for more classroom discussion on the concepts.

MOVE EACH DESIGNATED PERSON 2 SPACES. GAIN STUDENTS FOR THEM, AS FOLLOWS:

10 FOR H, S or T

20 FOR F or U

40 FOR E, J, or M.

U5

VICE PRESIDENT FOR ACADEMIC AFFAIRS SUPPORT

A resistant faculty member gives you a major fight. She says that she is appalled at the amount of instructional time and energy that has gone into these programs. You have a chance to respond to her criticism with facts about the value of the recommendations in Shaping the Future. The Vice President listens to you. He decides to consider the comments of both sides and let you know soon.

MOVE EVERYONE 1 SPACE.

V1

WORKSHOP

Nobody comes to the workshop because they do not know enough about proposed changes in instruction. They fear that their time will be wasted. Try to give people more information first.

NO ONE MOVES.

V3

PRESENTATION RESULTS

The day before the presentation you find out that the Dean has scheduled an administrative team meeting right in the middle of your presentation. The Associate Dean is present at the Presentation, but annoyed because she is missing the administrative meeting. The presentation goes well, and those who are present are impressed.

**MOVE ONLY C, E, F, J, M, or U 2 SPACES IN INFORMATION OR INTEREST.
OTHERS DO NOT MOVE.**

WI

SEMINAR RESULTS

The speaker discusses the theoretical foundations of learner-centered education. Most of your participants are still struggling to understand how to do simple learner-centered activities. Because the seminar is too theoretical, it deteriorates into general griping about students. Try an activity that will make these concepts more concrete.

MOVE EACH PARTICIPANT 1 SPACE IN EARLY OR ROUTINE USE ONLY.

W3

PRESENTATION RESULTS

The faculty meeting began with an announcement about budget cuts that led to a heated discussion. Your presentation was cut to 30 minutes and the audience was hostile. Many people just didn't pay much attention although others were interested.

MOVE B, C, E, J, AND M 1 SPACE IN INFORMATION OR INTEREST ONLY.

X1

WORKSHOP

Your first workshop in the department was very successful, but there is no more time in the schedule to do another one this year. Try another activity.

NO ONE MOVES.

X2

SUPPORT GROUP

There is not enough expertise in this group to generate ideas that are helpful to all group members. However, people do like talking to others interested in the recommendations in Shaping the Future.

MOVE EACH PARTICIPANT 1 SPACE IN EARLY USE OR BEYOND.

X3

SEMINAR RESULTS

The speaker for your seminar - two days away - called and has the flu. You are unable to find a replacement on such short notice. The seminar is cancelled.

NO ONE MOVES.

Y1

FOLLOW-UP HELP

People who have not conducted a classroom lesson are not ready for follow-up help. Try to involve them in some other way.

NO ONE MOVES.

Y2

COURSE REVISION

The Dean agrees to support your proposal with the Vice President for Academic Affairs only if you have experienced people to do the work. Because fewer than two people you designated are in Early Use, they are not the best people to do this work.

NO ONE MOVES.

Y3

VICE PRESIDENT FOR ACADEMIC AFFAIRS SUPPORT

An influential alumna has told the administration that your proposal will reduce student learning. Your proposal is met with concern. You can't get the Vice President's financial support.

NO ONE MOVES.

Z1

SUPPORT GROUP

This is a good activity for advanced participants. The group members are energized and stimulated by each other. This is more productive than any effort that I've been involved with in years, I one says.

MOVE EACH PARTICIPANT 2 SPACES; GAIN 250 STU BENS.

Z2

WORKSHOP

Everyone attends because he/she is getting interested in the recommendation of Shaping the Future. The workshop materials give people ideas for class activities. A great deal of enthusiasm is generated.

**MOVE EACH PARTICIPANT, EXCEPT IMELDA, 2 SPACES.
GAIN 40 STU BENS FOR EACH PARTICIPANT WHO IS IN INTEREST OR BEYOND.**

Team Activities Choice Sheet

These tables provide the activity choices for your team. The types of feedback and cost in bits are also listed. Additional bits may be gained through appropriate interactions with administrators.

Activities for Both Year 1 & Year 2			
Activity	Cost	Activity	Cost
Diagnosis Information about the College obtained from administration files.	2	Presentation A short presentation about the proposed project, open to all faculty.	2
Social Information Informal relationship patterns of people in the department and college.	1	Faculty Seminar A presentation by an outside speaker who has used innovative teaching techniques. Choose 6 participants.	6
Talk to The team's first conversation with individual people to introduce the intended examination of curriculum and the change. Choose 3 people for each move.	2	Workshop An in-depth, hands-on effort in which faculty learn about new teaching-learning techniques. Choose 6 participants	8
Talk to again A follow-up conversation to discuss their concerns. Choose 3 people who have been Talked To previously.	2	Classroom Trial Instructors conduct learner-centered lessons in their classes for one week. Choose 2 people in Early or Routine Use.	2
Written Information A short handout or brochure about new teaching-learning techniques, distributed to all faculty in the department.	2	Follow-up Help A conversation to help instructors solve problems with a Classroom Trial. Choose 2 people who have participated in Classroom Trial.	1

Activities for Year 2 Only			
Activity	Cost	Activity	Cost
Support Group A group of supporters who meet regularly to help one another. Choose 3 participants.	4	Course Revision Revision of course content to integrate new materials and methods. Form a Revision Committee of 3 faculty.	20
Curriculum Implementation Mechanisms to implement the department-wide policy so that it becomes learner-centered. Form a Revision Committee of 3.	10		

Record of Team Activities

Activity Chosen	Characters Selected (If appropriate)	Cost or Gain in Bits	Balance of Bits 48	Gain in Student Benefits (Stu Bens) 0

Diagnosis Sheet

1. Initially your committee thought that Veryfine College was not committed to recommendations such as the ones in *Shaping the Future*. However, you have discovered a strong policy statement about examining the students' perspectives when planning for revision in courses and curriculum. This statement was prepared by the Vice-President for Academic Affairs, then affirmed by the President and Board of Regents, three years ago.
2. You recall a departmental self-evaluation report completed two years ago. In looking back at the report, you realize that the report indicates that the assessment was a shallow one and that no major problems in the department's instructional program were indicated. You are concerned that no formal effort has been made to increase faculty awareness of changes proposed in *Shaping the Future* and similar documents.
3. Over the past five years one of the science, mathematics, engineering and technology departments has undertaken a major curriculum revision project.
4. Beth Bright, the new Assistant Dean, has been named the Administrative Liaison to your committee. Beth is supportive of learner-centered teaching and your committee's effort, but she has many other responsibilities.

Social Information Sheet

Because your committee members are faculty in the Department, you have picked up informal information such as who talks to whom about teaching, who are the informal leaders within the Department and whose opinions are respected. You start to ask people whose opinion they trust on instructional matters, who they think are the strong teachers and leaders in developing instructional materials, and generally who they think are the strong people in the department. One day, you decide that this information may come in handy, so you develop diagrams to show the influential people and those who are most influenced by them.

Ed Excel, highly respected professor, influences

Al Carl Hazel Ursula

Jan Jemm, a gifted teacher, influences

Carl Fred Hazel Simon

Carl, Department Head, influences

Fred Mark Quentin Ursula Hazel

CHOICES & FEEDBACK

These tables provide the activity choices for your team. The types of feedback and cost in bits are also listed. Bits may be gained with appropriate interactions with administrators.

Activities for both Year 1 & Year 2

Activity	Cost in Bits	Feedback
Diagnosis	2	Obtain Diagnosis Sheet
Social Information	1	Obtain Social Information Sheet
Talk to	2	A1-U1 by character initials
Talk to (again) a)Second time b)Third time AI only All others	2	A2-U2 by character initials D3 G3
Written Information a)Talked to Carl Twice? b)Second time for this activity?	2	If yes, see b) below: if no, I3 If yes, G2; if no, D2
Presentation a)Talked to Beth twice? b)Year 1- Already done a successful presentation? c)Year 2- Already done a successful presentation?	2	If yes, see b) or c); if no, R2 If yes, U3; if no, K2 If yes, T5; if no K2
Faculty Seminar Are 3 participants in Early or Routine Use?	6	If yes, P2; if no, W1
Workshop Are 3 participants in Interest or beyond? Is this the second workshop?	8	If yes, see b) below: if no, V1 If yes, X1; if no, choose T4 or Z2
Classroom Trial	2	U4
Follow-up Help Have both faculty conducted a Classroom Trial?	1	If yes, M3; if no, Y1

Activities for Year 2 Only

Activity	Cost in	Feedback
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	Bits	
Support Group a)Are all 3 in Preparation or beyond? b)Are 2 of the 3 in Early Use?	4	If yes, see b) below; if no, O3 If yes, Z1; if no, X2
Course Revision a)Have you talked to AI three times? b)Are 2 of the 3 members of the Revision Committee in Early Use?	20	If yes, see b) below; if no, L2 If yes, O2; if no, Y2
Curriculum Implementation a)Have you talked to AI three times? b)Are 2 of the 3 members of the Revision Committee in Early Use?	10	If yes, see b) below; if no, A3 If yes, R3; if no, J3

Levels of Action



Taking Action



Asking for approval to act



Asking someone else to act



Telling someone about a problem



Noncompliance



Apathy

**Decreasing Time to Action
To Solve a Problem**

from Frohman, 1997

PEOPLE WHO BRING ABOUT SMALL INCREMENTAL CHANGES ARE. . .

- readily identified
- not on “high potential” list
- directed by organizational needs
- learning focused on meeting need
- internally driven
- action-oriented
- focused on results, not teamwork