

Making Good Change Happen

Context of Change

What learning will need to take place and by whom?

Faculty members

- Becoming aware of the need for a change and understanding the process involved in implementing change.
- Understanding that change takes time and the outcome from change is not an immediately recognized.
- Learning about the difference between behavioral modification and constructivism motivational theories.
- That the ecology of the environment, which includes the philosophy of how students learn, needs to shift to constructivism theory of learning.
- Needs to have a paradigm shift in the culture of faculty that will include the willingness to learn and implement technology that supports learning.

Me

- I will go to references and literature on change to keep learning more about change.
- I will need to research and discover technology that should be considered for acceptance and implementation.'
- Change takes time so I won't anticipate any immediate outcome from the change or change process. Don't get discouraged and expected set backs.

How will you address the learning needs and challenges?

- Communicate the learning needs I've identified, communicate what I'm proposing, what has happened and what is expected. Communicate frequently and thoroughly.
- Get feedback from faculty at each step and include their feedback when applicable into the plan. Allow faculty to take the lead on components of the proposed plan.
- Try to take the strength of each faculty member and assign him or her a task in the change process that allows him or her to capitalize on his or her strength.
- Making adjustments in the physical environment to support faculty members' incorporation of technology and other teaching modalities that support constructivism theory of learning.
- I will model the use of constructivism learning activities to the faculty.
- I will teach, mentor and support the learning of technology.