THE INSTRUCTIONAL SKILLS WORKSHOP AS A TRANSFORMATIVE LEARNING PROCESS

by

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ABSTRACT

This study was undertaken to explore the nature and impact of the Instructional Skills Workshop process on faculty members and their teaching practice. It draws on Lewin's theory of change and Kirkpatrick's levels of evaluation to analyze both survey and interview data from faculty members who have completed the ISW at Kwantlen Polytechnic University and to identify transformative learning with respect to their teaching and their students' learning. After reviewing a range of literature about transformative learning, adult education, and the needs of faculty members, this research aimed to discover their prior teaching practices and to identify the improvement of this practice after taking the Instructional Skills Workshop (ISW) course at Kwantlen Polytechnic University. Available since 1978, and offered in most universities, colleges, and institutes in British Columbia, the ISW is the longest running professional development activity for post-secondary educators in the province. Through reference to the original educational theories used in the development of the ISW and bringing ideas from new theorists since its inception, a model has been built to encompass the process and identify a basis for the impact that the course has on the participants. The survey and interview research reported here has identified the positive support that participants have experienced as they examined and changed their teaching practices with the intention of improving student learning. The quantitative results and interview narratives describe the immediate and long lasting impacts of the ISW, including awareness of various learning styles, taking an appreciative approach, connections with colleagues, and other effects as experienced by the participants. It also gives a basis for suggestions on ways to enhance and extend communities of practice around teaching and other benefits experienced.

DEDICATION

This research is dedicated to the ISW Network and all of the ISW facilitators and trainers who give of themselves to support their colleagues to become more mindful of their teaching and of their students' learning.

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I am happy to acknowledge all the people who have helped me initiate, do and complete this thesis. Without their help, it would have been a much poorer document. I specifically thank my committee – my Supervisor, Dr. David Kaufman, and my committee members Dr. Gary Poole and Dr. Rick Iverson – who have lent their expertise and been instrumental in helping me follow this process.

Dr. Kaufman was particularly helpful in ensuring that this final document came to completion. Dr. Poole always asked the questions that would move my thinking to a new level. Dr. Iverson helped me to see the best ways to look at the research survey.

There is also a grateful place in my thoughts for my colleagues at Kwantlen Polytechnic University for their participation and collaboration in this research project.

On a much more personal note, I thank Douglas Bird for unfailing patience and support of my academic efforts. There is also much gratitude extended to all of my friends and their encouragement.

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CHAPTER 1: ENTERING THE DIALOGUE

During the past three decades there have been numerous calls for educational reform from a transmittal model of teaching to a model of engagement and learning. (Boyer, 1990; Cranton, 1994; Barr & Tagg, 1995; Mezirow, 2000) This reform cannot happen without transformative change for faculty members in their teaching practices; the research that I have undertaken is intended to address one aspect of this change.

Mezirow (1990) wrote that "Transformative learning involves helping adults to elaborate, create, and transform their meaning schemes (beliefs, feelings, interpretations, decisions) through reflection on their content, the process by which they were learned, and their premises (social context, history, and consequences)" (p. 16).

I start this research with a general assumption that the Instructional Skills Workshop (ISW) is a transformative educational process that provides participants with the opportunity to experiment in a safe environment with new (to them) pedagogical methods, and receive useful feedback from peers. This process of reflection and feedback has been identified as a key factor leading to the transformation of teaching practice. In order to accomplish this transformation, support is required and faculty / educational developers appear to be the appropriate professionals to provide this support.

Wright (2005) noted:

> Faculty developers (variously called instructional developers, academic developers, or educational developers internationally) should, I maintain, make efforts to contribute to the theory in their field, the research in their field, the literature in their field. They should contribute to the 'scholarship of faculty development' just as they advocate that teachers contribute to the scholarship of teaching and learning. (Professional and Organizational Development Mailing List, posting of January 10, 2005, http://listserv.nd.edu/archives/pod.html)

As an educational developer myself, the intent of this research is to explore one particular process – the ISW – used for professional development for and with post-secondary faculty members in British Columbia, Canada. The ISW is international in scope and is used around the world and in a number of languages. This project examines the experiences, with the ISW, of faculty members at one institution, and the impact on their teaching philosophy and actions in the learning environment. It also identifies themes and elements of transformative change that are influenced by the ISW. There is also exploration of the history and background of the ISW including the theories underpinning its development and implementation with post-secondary instructors. Using this research, I have developed a model of good practice that identifies activities and processes that promote and support transformative learning by faculty members around their teaching practice.

I use Kaufman and Mann's (2007) definition of transformative learning: "the social process of constructing and internalizing a new or revised interpretation of the meaning of one's experience as a guide to action" (p. 13). I argue that this concept describes the intent and application of the ISW quite well and is a key to the transformative change process that can occur during participation in an ISW. I also use Kurt Lewin's model of change (1951) – Unfreeze, Movement, Freeze – along with Force Field Analysis to look at the restraints and drivers that impact on individuals during change and ways in which equilibrium is maintained or that change can be managed. Finally, I used the Kirkpatrick Framework (Kirkpatrick, 1959a, 1959b, 1960a, 1960b) with survey and interviews of key participants to identify the impact of change.

Personal Basis for this Research

I began my work in educational development as a personal project in 1989 when I moved from the formal practice of my professional trade as a mechanic to the formal role of instructor of my profession. At this time, I realized that the teaching of mechanical principles and applications could not be based solely on content expertise. An early introduction to the principles of adult learning brought me to an ISW, where theory, reinforced by practise formed the beginning of an iterative, reflective practice as an adult educator. This process of personal change was transformative for me, on many levels, as through the ISW I entered into the practice of reflection on my teaching which impacted and continues to impact my teaching.

When I talked with other educators, I heard them looking for something to help them improve their teaching and their students' learning options. As we shared our experiences, I found that the learning and ongoing process of thinking about teaching and trying out new ideas to which I was introduced through participation in the ISW was of interest to them. I became more involved with the ISW, first as an ISW facilitator, and later, as a trainer of ISW facilitators. This involvement has embedded me in a community of like-minded colleagues who choose to support better teaching and learning through attention to educational practices that are informed by ongoing research and reflection. In this study, I am choosing to inform my practice by conducting research on the ISW and its impact on faculty members and teaching practices.

This research emerges in the intersection between the institution's need to provide quality educational experiences that will develop future citizens, and the human resources needed for recruitment and retention of qualified and creative educators. Academic disciplines have traditionally provided the support for content in professional development and at the same time, training in process is often the purview of Human Resources departments or more recently, of Teaching and Learning Centres. The conundrum in higher education is that effective teaching for learning needs both content and process in proportions that are not set, but rather evolve within the teaching/learning environment and context. In higher education, students' needs and employers' demands are increasing the pressure for educational institutions to become more centred on learning that is relevant and applied in order to help students and graduates play

vital roles and contribute to the knowledge economy. This research documents one path that may be used to help teaching faculty in their work and gives guidance to others who will be traveling along this route.

Educational Development as an Academic Discipline

Academic Disciplines are generally identified as fields of study and branches of knowledge which are taught at a post-secondary university level, with a focus on the pursuit and dissemination of knowledge. They are characterized by collegial and critical debate subject to research and peer review. Kurt Lewin (1951) defined the concept of a field as "the totality of coexisting facts which are conceived of as mutually interdependent" (p.240). In this combined definition, it is apparent that the field of educational development is a young one, with practitioners coming from a wide variety of backgrounds with little or no formal education or training in this area, although they may be deeply embedded in another academic discipline in which they have studied. I use the term educational development to look at the current combination of improving faculty teaching skills and curricular design and the impact that they have on those being 'developed'. Other terms that have been used in the literature include labels such as: faculty development, professional development, teaching development, and instructional development.

Canadian Educational Development Initiatives

Wilcox (1997) outlined, in her doctoral thesis, the perceptions at that time concerning educational developers and educational development (ED) in Canada's university community as she looked back into the past at their efforts to

build forward. In summary, she identified that there was a broad lack of awareness of educational development and said "newcomers to ED work are often surprised to hear that some Canadian university programs are more than 20 years old. Although I and others cite the Smith report (1991) as if it was the first notable event in terms of attention to teaching at Canadian universities, academics have been quietly working away on campuses across the country to initiate and provide ED programs since the 1960s" (p.29).

She also identified,

> five critical scenes in the early story of ED in Canadian universities: (1) McGill University's Centre for University Teaching and Learning (1969); (2) Professional Orientation Committee (later the Teaching Effectiveness Committee) of the Canadian Association for University Teachers (CAUT); Ontario Universities' Program in Instructional Development (OUPID); 4) Society for Teaching and Learning in Higher Education (STLHE), and the origins of the 3M Teaching Fellowships program; 5) Canadian Society for Studies in Higher Education" (pp.31-32).

All are notable in the early history of ED in Canada. I will comment on the first two. In the first instance Wilcox identifies that Charles Pascal was a key developer and "one of the first staff members for one of the first Canadian educational development units - at McGill University in Montreal" (p.33). She quotes him as saying,

In the late '60s at McGill there were several professors and instructors
who were very innovative and who thought undergraduate teaching was
far too important to be left to happenstance, and that just having Ph.D.'s
did not necessarily guarantee that the teaching and learning process
would be effective. … The founding Director was Marcel Goldschmid and
Goldschmid then had to recruit other professors and he did what I thought
was a smart thing, he looked around the world to see where instructional
development was happening in some kind of mature form (ibid).

Pascal was one of those recruits and he brought his passion as well as expertise.
"His experience also suggests that the origins of ED are in people - innovators, in
particular. And he hints at the need to support the actions of innovators with
expertise, that is, knowledge of instructional design and systems theory" (p.34).
Pascal, along with others, worked to build the centre at McGill and paved the way
for other centres and more innovation through their sharing of insights and
resources. This milestone was foundational for the discipline as an inspiration
and reference point for further growth in a new field being built on theory from the
realm of both education and organizational development.

Canada-wide Need for Post-secondary Education

As the Baby Boom generation was reaching adulthood in the 1960s, there was
an increasing demand for post-secondary education opportunities that could not
be immediately met by the existing university system. With no 'Canadian'
education system for accreditation or transfer, each province has specific
legislation that governs public and private education enterprises, meaning that

everything from funding to accountability measures vary widely across the country. This in turn has an impact on educational development on all levels of post-secondary education where local context has a huge impact on what is deemed important, measured, funded, and therefore done. In the 1960s and 1970s new systems of post-secondary institutions in Canada arose, the Community Colleges and CEGEPs.

This sea of change increased the availability of post-secondary education and further increased the need for more instructional faculty. Faculty members came to these new educational institutions from a variety of backgrounds. While some were graduates of more traditional universities and held graduate degrees (MA, MSc, MFA, PhD. etc.), others came from a variety of arenas where the terminal credential may be earned as a member of the profession (Red Seal, CA, CGA, Associate, Fellow, etc.). The new legislation and institutional missions included a focus on teaching as a core element, a significant point for the new pool of instructors. With the built- in assumption that teaching is the work, research in any area might be acceptable but it was subordinate to the mandate for mass education. This is a further aspect of this new academic discipline as it focused attention and, therefore, measurement on these new teachers.

Implementation of Teaching Dossiers

Chris Knapper has been a pivotal influencer in the Canadian field of educational development, and has taken part in many milestone initiatives. Wilcox (1997) documents that, "He first became involved in educational development through his work as a member of the Professional Orientation Committee of the CAUT

(Canadian Association of University Teachers). Knapper went on to become the first Coordinator for STLHE, and the founding director of two Ontario units - first at Waterloo and then at Queen's" (p.39).

The second instance that Wilcox sees as important and which I identify as an early and enduring milestone, is the involvement of a core of educational developers with the creation of the Teaching Dossier concept, its implementation, and the ongoing embedding of it into practice and policy in the university system. CAUT published the first full edition of *The CAUT Guide to the Teaching Dossier, its Preparation and Use* in 1981, with subsequent editions in 1986, 1991, 2006. It is currently available online as CAUT Teaching Dossier at: http://www.caut.ca/uploads/teaching_dossier_en.pdf. This was the spearhead of a movement to document what faculty members do in their teaching, encourage reflection on their practice, and create a more public record of their efforts. It was the work of Bruce M. Shore (McGill), Stephen F. Foster (British Columbia), Christopher K. Knapper (Waterloo), Gilles G. Nadeau (Moncton), Neill Neill (Guelph), Victor Sim (CAUT) with Louise Caron, as the CAUT Translator. The 1986 edition also notes that it was done:

> …with the help of faculty members of the Centre for Teaching and Learning Services, McGill University. This very Canadian publication broke trail for the ongoing work of creating a focus on the work of teaching in the academy as real, scholarly and worthy of recognition (p.1).

It was a seminal and significant document because it signaled the work being done to highlight the teaching work done by faculty members in post-secondary

education and to encourage their reflective practice and scholarly dissemination of information.

The Teaching Dossier (or portfolio, as it is named in some applications) combines evidence of a teacher's beliefs, experiences and abilities as they relate to teaching and learning. Where they were once only a curiosity, they are now a regular part of academic teaching in many institutions and are embedded in policies around promotion and tenure, which has helped to develop the academic discipline through a shift from taught content to the process of teaching.

Institutional Policies Focusing on Teaching

It has become evident over the decades since the early 1970s that the influence of individual 'strong leadership' within institutions to promote 'good teaching' has had varied impacts over time. There has been a wide range of initiatives over the decades in this area and they are often specific projects by the current leaders in the administration of the institution. Then, when one administrator is succeeded by another, initiatives will change as the new leader strives to put their stamp on the institution. The policies that arise around the values of teaching seem to endure longer. Here, the institutional support is debated and then codified by approval of Senate and the Board of Governors.

In the example of the teaching dossier, where policy that recognizes teaching as important is in place, there is less questioning of the value of teaching and less fluctuation in the processes that promote and support faculty to take teaching as their scholarly path. There are numerous examples of how policy and the

supporting role of teaching dossiers have highlighted the importance of teaching within the academy.

Where specific policies mentioning the importance of teaching are not in place, there is more sporadic attention paid to teaching, and the primacy of discovery research is seen as the gold standard for evaluation in the traditional universities. A future milestone will be the embedding of teaching into every institution's policies. There is a sense of anticipation and exhilaration by some about the impending possibilities as is evidenced by this comment received from a correspondent:

> We are writing a new academic plan for the College and I am heading a
> Task Force on Teaching Excellence that is defining teaching excellence
> and identifying quality standards, measuring practices, and recommending
> practices that promote it. The reason I find this so exciting is that there is
> an opportunity to write policy that will mean sustained faculty development
> within the College. Ah the future looks bright. Who knew I would fall in love
> with policy stuff? (personal correspondence, used with permission,
> December, 2009).

I believe that this type of policy will both support and hinder good teachers and good teaching depending on how it is implemented. More research in this area will be of benefit to the field of Educational Development as a whole.

Context of BC Provincial Initiatives to Strengthen Teachers

In Canada, the provinces have responsibility for education, which includes supporting good teaching. British Columbia has used different approaches over time to meet this responsibility. Two early curricular examples supported by the BC Centre for Curriculum, Transfer and Technology – the British Columbia Provincial Instructor Diploma Program (PIDP) and the ISW – were milestones. These programs responded to the needs of faculty to reach and engage their learners and the need of government funding ministries to identify good practice and document its effects on public education.

British Columbia Provincial Instructor Diploma Program

The first attempt to develop the teaching capabilities of any segment of college and institute instructors in British Columbia was the Provincial Instructor Diploma Program that was "designed to provide certification for full-time instructors in vocational schools and other post-secondary institutions and for instructors in certain approved specialties within secondary schools" (UBC document cited in Kerr, 1980, p. 11).

This educational development process was initiated by the Ministry of Education and administered through the Centre for Continuing Education at the University of British Columbia (UBC). The Provincial Instructor Diploma Program, established in 1979, and still operating today, has proven to be a durable milestone of professional development for teachers in post-secondary education. While some graduates of the program today are vocational instructors, many

hold graduate degrees in a variety of disciplines (retrieved April 12, 2010 from:

http://instructordiploma.com).

British Columbia Centre for Curriculum, Transfer, and Technology

In British Columbia, the provincial Ministry of Education created a unit in 1975

that would go through several iterations, beginning as the Program Services

Division, Ministry of Education and ending as the Centre for Curriculum, Transfer,

and Technology, also known as C2T2. As a core leader of this unit, Diane

Morrison was a vital advocate for initiatives that included professional

development, instructional development, and organizational development. In

1978, this unit commissioned Doug Kerr to conduct a study of the developmental

needs of staff in community colleges and provincial institutes in BC. He identified

the principal features of a robust program of professional development for college

teachers.

In developing the Instructional Skills Program he drew on the experience of a

program that had been implemented in the CEGEPs of Quebec. *Performa* was

an individualized, flexible, professional development program for faculty

members. Participation was voluntary and confidential, and the participants

earned academic credits where 30 credits were recognized as the equivalent of

one year of 'scholarity' and resulted in a Certificate of College Faculty

Development. The program that Kerr developed was piloted as the Instructional

Skills Workshop in 1979. It remains one of the most enduring professional

development activities in BC, and has been implemented internationally in more

than 20 countries (retrieved March 12, 2010 from:

http://iswnetwork.ca/?page_id=47).

Instructional Skills Workshop (ISW) Design

Doug Kerr asked, "What are the technical skills and personal qualities of a *good* instructor? If the skills and qualities of a *good* instructor can be defined, can they be developed in a large number of instructors through a planned intervention?" (Kerr, 1980, p. 1).

These questions led to the development of the ISW. Kerr developed a course that built on the province-wide survey undertaken by Dennison, et al. (1975) and the research by L'Estrange, et al. (1974) and put into practise a process to address their findings. When Kerr was commissioned to conduct a study in 1978 there were "no training programs in existence (that) provided college/institute instructors the opportunity to acquire the skills to carry out their classroom functions" (Kerr, pp.14-15). He developed an experiential course which he called the Instructional Skills Workshop (named the ISW as a short form). This process included not only micro-teaching sessions, but also critical analysis of the lessons by the participants. The feedback that the participants provided to each other focused on demonstrable learning and growth in teaching skills over both the individual lessons and the workshop. This level of reflection and critique provided a valuable foundation for the process. The experiential model followed the concepts of David Kolb (1984) where "learning is the process whereby knowledge is created through the transformation of experience" (1984, p. 38). He

used concepts from Kurt Lewin, John Dewey and Jean Piaget to identify a cyclical model that postulated that concrete experience, reflective observation, abstract conceptualization and active experimentation were keys to learning and that all four elements were a necessary part of the learning process.

Kolb and Kolb (2005) described learning as engaging students in a process that includes feedback on the effectiveness of their learning efforts.

> ...education must be conceived as a continuing reconstruction of experience: ...the process and goal of education are one and the same thing" (Dewey 1897, p.79)….Learning is a holistic process of adaptation to the world. It is not just the result of cognition but involves the integrated functioning of the total person—thinking, feeling, perceiving, and behaving (Kolb and Kolb, 2005, p.194).

The initial intention of the ISW that Kerr developed was to provide new instructors with an overview of and the opportunity to practise basic instructional skills, and to therefore begin and/or deepen their continual reflection on how they were teaching and the impact it was having on their learners. The ISW has become embedded in post-secondary education in British Columbia and beyond, with participants from the earliest workshops apparently finding that the ISW process both engaged and deeply affected them enough that they recommended this course to their colleagues. The flexibility of the workshop format ensured that those from a wide range of disciplines and experience levels in post-secondary teaching found it valuable enough that it has become a foundational piece of

most post-secondary institutions in British Columbia and continues to expand into

other areas of the world (retrieved April 16, 2010 from: http://iswnetwork.ca/).

ISW Structure and Application

The ISW is a peer facilitated process based on the assumption that facilitators

and participants are learning together to improve their teaching practice and their

students' learning. The peer facilitators who conduct the ISW participate in a

training workshop based on a co-learning model where everyone experiences

the learning elements of the primary workshop and then reflects on their[1]

learning. This process couples Kolb's experiential learning cycle which focuses

on the individual and their learning with Lewin's Action Research process which

situates the individual within a group that is working on the same issues or

problems. This reflective process is used to frame the experience both for the

individual and for the whole group. This is also a form of radical pedagogy as

defined by McGettigan (1999) that "is all about knowledge and education, and

how they can (or should) change to best serve the purposes of both educators

and the educated" (p.1).

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1 Throughout this document I have followed the Oxford English Dictionary documented

convention that the use of the *singular their* is not only correct, but that it has been in common

usage by numerous literary writers and others over some hundreds of years from the late 1300s

to the present day.

The ISW consciously uses intersubjectivity to blur the lines of power and increase learning, in ways that are consistent with the concepts of Guilar (2006).

> An educational community is intersubjective in nature when all parties relate to one another as having a sense of agency and a unique perspective. In such a community there is not a knowing subject (e.g., the teacher) and a known object (e.g., the student or the content of instruction). Rather, all three elements -- the teacher, the student, and the content -- relate in an intersubjective, interpretive community (p. 2).

The ISW is a 24 – 30 hour, experiential and participatory course, with assignments, that combines lesson planning, instructional design, and giving and receiving feedback effectively, with a brief overview of adult learning theory. "Participating faculty have an opportunity to practice with existing instructional skills and experiment with new ones" (Travis, 1997, p.52). Participants are encouraged to plan and engage in lessons that provide learning opportunities for the other participants. The structure of the workshop is simple but not simplistic and is intended to serve as a framework for personal learning and growth as a teacher, using microteaching and feedback by the participants as the core activity. Both preceding and interspersed between the microteaching activities, theme sessions provide evidence-based strategies for teaching for engaged learning. There are five or six participants in each small group working with one or two facilitators. The ISW is generally held over four days (or three longer ones) to achieve a minimum of 24 hours within the course.

Peer facilitators create a learning environment in which risk-taking is encouraged and rewarded by organizing all the needed resources and modeling participatory behaviours in a safe and structured environment. As Kort, (1992) states, "The workshop does not presuppose one 'right way' to teach or learn" (1992, p.66). Instead it aims to promote inquiry supported by research, resources, and individual experimentation. It does base the teaching and learning process on the idea of an observable cycle of learning that can be harnessed to the benefit of both the learner and the teacher. The original workshop design is a key to the process of the course and to the conceptual model of the ISW that I have developed (see Chapter 2). The course contains the following elements:

- Process that is of short duration and peer-led;

- Fully experiential for all participants;

- Informed by and teaching principles of adult learning;

- Providing basic lesson design models supported by adult learning principles;

- Providing participants with the basic skills to give useful formative and summative feedback;

- Providing a confidential learning space for participants to take risks while learning to teach effectively.

Day one of the workshop focuses on orientation and community-building activities to set the stage for the experiential focus of the rest of the workshop. The initial day usually includes a variety of sessions, which include:

- Facilitators modeling the mini-lesson cycle while providing content (Learning Styles, Feedback, Cooperative Learning, etc.);

- Participants and facilitators using a six-part lesson structure to design lessons;

- Facilitators assisting participants with writing lesson plans, based on achievable learning objectives, across any of the learning domains.

The next two or three days in the ISW include the following activities:

- Each participant instructor teaches three 10 minute lessons;

- Participants are learners in each other's lessons without role-playing;

- Participant learners provide written, oral, and other (for example, demonstration) forms of feedback to the instructor;

- Each lesson is video-taped and the video is a key element of the feedback.

Theme sessions on principles of adult learning, learning domains, lesson planning, learning styles, diversity, cooperative learning, reflective practice, and other topics with direct practical implications for teaching and learning are offered by the facilitators, depending on the needs of the participants. In some cases, two or more workshop groups run concurrently and combine for the first day and theme session activities.

Institutional Support for Teaching in Higher Education

There is no national standard or requirement for teaching credential to teach at the post-secondary level in Canada. In most cases, university and college search committees are primarily concerned with a candidate's terminal credential in their

academic discipline, their research and publication record, and their track record in the world of business. In some situations there may be a requirement for previous teaching experience.

Sorcinelli, Austin, Eddy and Beach (2006) identified a number of types of activities available through university and college centres of teaching and learning covering a wide range of topics of interest to faculty including: assessment of student learning outcomes; teaching underprepared students; shifting characteristics/demographics of students; integrating technology into traditional teaching and learning settings; teaching in online and distance environment; multiculturalism and diversity related to teaching; teaching for student-centred learning; teaching adult learners; active, inquiry-based or problem-based learning; writing across the curriculum/writing to learn; team teaching; scholarship of teaching; mentoring; course/teaching portfolios; peer review; post-tenure review; graduate student teaching development; course and curriculum reform; general education reform; and community service learning (ibid, pp.183-184). Many of these are offered as standalone short duration workshops (Morrison & Randall, 2000).

Over the past 40 years in Canada, there have been a large number of events and initiatives, such as those listed, that promote professional and educational development in higher education around teaching and learning. This, along with research and dissemination that is evidenced in the Scholarship of Teaching and Learning, supports and furthers this educational development work.

Many institutions of higher education in Canada, and beyond, have a process of teaching new instructors (including graduate students) and professors how to become teachers and to improve their teaching. There is often a certificate of teaching in higher education that is awarded at the end of this process by the individual institutions. These courses range from seminars on teaching/ learning theory and practice to extensive experiential programs. Participants may be graduate students, members of the community, or faculty members from all disciplines. Canadian institutions with model programs as identified in research conducted by Sorcinelli, Austin, Eddy and Beach (2006) were: Queens University, University of Alberta, the University of British Columbia, and University of Manitoba (p.64).

The ISW has been a foundational activity for faculty professional development for three decades in British Columbia, and is now embedded in in many of these teaching in higher education programs. These formal programs are identified to situate the Instructional Skills Workshop in a wider field of Educational Development initiatives. This research project looks at the Instructional Skills Workshop as one particular intervention.

Longevity of the ISW and the Need for Research

There has been little formal research looking at the impact of participation in the ISW on individual instructors and their teaching practice. Even the informal conceptions have been limited to anecdotal accounts and the ongoing popularity of the course. I see the linking and embedding of theory in reflective practice

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embedded in this ISW process as a valuable transformative opportunity for instructors, and believe that adding to the research in this area contributes to the growth of the field of educational development.

The players in the ISW are the facilitators and the participants. Most facilitators are peers to their participants, and a large number, such as the ones at Kwantlen Polytechnic University have volunteered to help with a process that has been helpful for them. In many institutions, quite a few of these facilitators are also educational developers. Educational development is an emerging profession within the post-secondary education field. Educational developers help teachers with their development as teachers, developing their pedagogy and pedagogical content knowledge (Shulman, 1999), above and beyond their disciplinary content knowledge.

There are a number of challenges facing faculty members regarding the quality of teaching. Sorcinelli, et al. (2006) identified through their research that the top challenges, depending on the type of institution, included balancing multiple roles, changing faculty roles; student-centred teaching; teaching underprepared students; and integrating technology (p.103). In order to address these challenges educational developers often resort to short-term workshops and consultations/mentoring, as well as, encouraging participation in longer-term certificate of diploma programs focused on teaching.

The ISW is one of the options that is used by many educational developers and begins to address these teaching related challenges as it focuses on moving

faculty from a traditional didactic teaching format to a more interactive student centred process.

Situating Educational Developers as Agents of Change

Educational Developer is the term sometimes used in North American higher education to describe faculty member peers who assist in improved teaching and learning through a variety of collegial processes. Susan Wilcox (1997) postulated that the Educational Developers she interviewed about their work in Educational Development (ED) "…see themselves as either pragmatic or intellectual developers, although they do not use these descriptors, or make explicit the assumed differences…and their orientation to ED work is different… . Pragmatics are people who do their personal best in a local situation, relying on informal knowledge. … Intellectuals rely on a formal body of knowledge" (p.65). She finished by identifying a middle path that might combine elements of both. I see the most effective agents of change within Educational Development as taking this middle path. Often the change agents are not those with designated positions or formal power. Their agency is often rooted in informal networks, built on advice, communication, and trust (Krackhardt & Hanson, in Beer & Nohria, 2000, p.105). Educational developers are frequently in this position, and additionally, they are not generally grounded in the disciplines of the faculty members with whom they are working. While this may be problematic in some situations, it gives educational developers an edge in others, because they are not immediately met with the resistance that often greets those with institutional power who attempt to wield it with force. Within the ISW process, the facilitator is

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a peer, who offers an experiential process that builds on existing abilities and asks the faculty member participants to participate in the lessons of others and to reflect on their own practice. Here the elements of advice, communication, and trust are built throughout the event to become useful drivers for change.

Elements of Change Theory in Practice

Herbert Schein (1995), writing about Kurt Lewin's theory of change and how it might apply to learning, said that, "…the stability of human behavior was based on 'quasi- stationary equilibria' supported by a large force field of driving and restraining forces. For change to occur, this force field had to be altered…" (p.1).

Lewin believed that altering behaviour changed attitudes, and that experiential learning was a key way to acquire understanding. The methods that he espoused have been used in many educational development processes, where developers work with people to expand their consciousness of their teaching and its impact on their learners. The 'unfreeze, movement, freeze' cycle, coupled with force field analysis, is one way of beginning to look at the complexity that is inherent in the change process.

This description is a simplification of Lewin's theory. His psychological 'equation,' actually a heuristic, $B=f(P,E)$, (Lewin, 1951, in Sansone, Morf & Panter, 2004, p.119) says that behaviour is a function of the person and their environment. He was well aware of the complexity of the process of interactions of people with their environments and with each other during the process of change.

Another way to acknowledge the human factors involved in change is through the lens of the 'Hawthorne Effect' – that performance tends to improve just by studying it, regardless of the intervention being studied – based on studies from 1924-1932. Two effects were identified in the first phases of the studies: (1) the experimenter effect, and (2) a social effect. With respect to the experimenter effect, making changes was interpreted by workers as a sign that management cared, and more generally, that changes provided some mental stimulation that was good for morale and productivity. With respect to the social effect, it seemed that by being separated from the rest and given special treatment, the experimentees developed a certain bond and camaraderie that also increased productivity. In the second phase of the research, designed to study the social effects, researchers found that the social effect was to: (1) protect the group from internal indiscretions, and (2) protect it from outside interference (Mayo, 1949). The results of this study continue to be debated, highlighting the complexity of human systems and the difficulty of identifying one set of best practices.

Since the Instructional Skill Workshop is a an event that works with people and within systems, both Lewin's theory and the Hawthorne Effect can be used to shed light on the interaction of the participants as catalysts for change. Yet neither of these theories is sufficient to encompass the whole process. Educational developers working as ISW facilitators use a wide variety of techniques that may be examined through the lenses of these and other change theories. As I have analyzed the results of my research, I highlighted some of the

ways that change occurs and some of the elements of these and other theories that appear to be at play in the process.

Interventions through the ISW for Change and Transformation

Faculty members come to a state of disequilibrium through a variety of driving and/or restraining forces. There may be new requirements (e.g., industry or new discovery knowledge) or a change (i.e., less or more) in funding. Students' needs (e.g., access to information) may change. Governmental (e.g., changes in legislation) or societal (e.g., change in the economy) forces may be in play. These and many other factors can destabilize the system and the individual. Recently, Kwantlen Polytechnic University experienced a major change under new legislation. This has caused a wide scale unfreezing of policies, systems, and thinking. For the agent of change within the organization there is both the opportunity for positive growth and a danger that the loss of stability may escalate to a crisis. Which processes are appropriate to reduce anxiety, diffuse anger, and build energy to allow committed actors to use their agency to enable change?

Taking an Appreciative Approach and Building on Strengths

One suggestion comes in the form of a process for positive change called Appreciative Inquiry (AI). Cooperrider and Srivastva (1987) describe AI as "a form of action research that attempts to create new theories/ideas/images that aid in the developmental change of a system" (as cited in Bushe, 1998, p.1). It is more than an organizational development tool, rather it is a "philosophy and

orientation to change" (Watkins & Mohr, 2001, p. 21). It is intended to take a positive and hopeful view of what is happening among the personnel in an organization, and turn that into a pattern for organizational learning, design, and development.

The process of AI is one of questioning and narrative interactions among the members of the group undergoing a strength-based developmental process, including interviews and narratives that are designed to get to the positive core beliefs and values of the individual and the group. By tapping into past strengths and experiences that were positive and nourishing, the members share their hopeful stories in a way that generates energy and support for future actions. Thus, strengths become driving forces that alter the equilibrium in force field in ways that tend to induce positive change. Gervase Bushe (1998) proposed:

> Rather than seeing language as a passive purveyor of meaning between people, post modernists see language as an active agent in the creation of meaning. As we talk to each other, we are constructing the world we see and think about, and as we change how we talk we are changing that world. From this perspective, theory, especially theory that is encoded in popular words or images, is a powerful force in shaping social organization because we 'see what we believe'. (p.2)

If this organization is activated through a common language and context, where people are able to talk with others about what is happening to them, the feelings of isolation and fear that can induce inertia may be reduced and energy can be focused on the new questions that the unfreezing has brought to the fore. This

organizational process and other new processes being developed in response to expressed needs are all strategies of the educational developer and ISW facilitator.

Offering Strategies for the Classroom and Career

As faculty members move from being solely disciplinary scholars to also becoming teachers, they need different competencies and strategies as they learn to become effective teachers. ISWs provide a way to discover, explore, practise, and refine new skills, knowledge, and attitudes that faculty members can take into their classrooms to improve their teaching. Theme sessions such as cooperative learning, student and classroom assessment, classroom environments, online learning platforms, student motivation, and other topics are all examples of content that, connected through facilitative processes, afford both new and experienced teachers tools to engage learners. Faculty members come looking for useful information and the educational developer offers both information as well as the opportunity to engage in a deeper dialogue about teaching.

Building Collegial Communities of Practice

University teaching is typically assumed to be a solitary, private, and individual activity. Collaboration can also be an effective strategy for accomplishing student learning (Society for Teaching and Learning in Higher Education (STLHE), retrieved December 1, 2009 from http://www.stlhe.ca/awards/alan-blizzard-award/).

Collegial conversations, support, comparison of experience, planning of initiatives, and sharing of resources are key processes within the educational development field and the community that it creates. Some of this occurs within institutions, but educational development practitioners, by virtue of their small numbers within an institution, have a need for collegiality beyond the institution. This need has been met through a variety of groups; each formed and continuing because of developers' need to connect, compare, and continue the development of their practice and the discipline. ISWs fit very well into the community of practice concept for both the participants and for the facilitators, who are peers in this process.

> Communities of practice are groups of people who share a concern, a set of problems, or a passion about a topic, and who deepen their knowledge and expertise in this area by interacting on an ongoing basis. (Wenger, McDermott, & Snyder, 2002, p.5)

While some communities are self-sustaining, there is a larger academic agenda to 'go public' with the results. The movement from scholarly teaching, where the focus goes back to the educative arena of the classroom, to the 'open to public' critique through the scholarship of teaching, shows a flow from the personal to the public that is a critical part of academic life.

> Both scholarly teaching and the scholarship of teaching are vital to the life of the academy. The purpose of scholarly teaching is to affect the activity of teaching and the resulting learning, while the scholarship of teaching results in a formal, peer-reviewed communication in appropriate media or

venues, which then becomes part of the knowledge base of teaching and

learning in higher education. (Richlin & Cox, 2004, pp.127-128)

The concept of shared vision starts with two or more people wanting a similar

outcome, coupled with the commitment that each will help the other to achieve it.

For sharing to occur there must be a dialogue (from the Greek dialogos – dia

meaning through and logos being words) that leads to mutual understanding and

what Gervais Bushe (2001) describes as "learning conversations" among those

who engage in these dialogues. He points out that we all have experiences and

then we try and make sense of these and states, "Experience is not what

happens to you but the reactions you create out of what happens to you moment

by moment" (p.8).It is only when we describe our observations, what we are

thinking about them, how we feel and what we want, and then let others do the

same that we are able to get beyond our assumptions and learn from our

dialogues.

These communities can start with just two people when the dialogue is there.

This fits well with Richard Tiberius' (1995) description of "individualized

consultations", where "the consultation process is described by Bergquist and

Phillips (1975) as 'a systematic, confidential, structured exchange of ideas,

perceptions and suggestions between a faculty development consultant … and

an individual faculty member, the purpose of which is to identify and improve

teaching strengths and weaknesses' (p.69). The typical process includes four

stages: gathering information about the instructor's teaching, analyzing that

information, developing and implementing strategies for improvement, and

evaluating the impact of those strategies through the collection and analysis of new information" (p.192). These exchanges of ideas, perceptions and suggestions can be expanded across both small and large faculty communities of interest and are an integral part of the ISW lesson cycles process.

In the ISW short term communities of practice there is the opportunity to enter into dialogue about teaching in ways that allow the participants to share ideas and consider possibilities. This is a process that supports considered change through offering several points of views and examples. Considering that learning is change, Leinhardt (2001) noted that:

> …the research on examples is vast and covers many domains, but the results from studies on learning are remarkably consistent. For learning to occur, several examples are needed, not just one; the examples need to encapsulate a range of critical features; and the examples need to be unpacked, with the features that make them an example clearly identified"(p.347).

She also proposes that teachers should be "carefully annotating and explaining how lessons are working from a theoretically and pragmatically informed position" (ibid, p.338) in order to formalize a reflective and reproducible educational practice that can be shared and critiqued. Here the ISW has the focus, activities and a framework for this work to begin and go through three cycles to progress over the time of the course.

There is a place for an internal appreciative change agent, who operates without hierarchical authority, to facilitate the building and supporting of a values-based culture that can adapt to changing institutional imperatives. This is the role of the ISW facilitator, who can be an agent of change by being open to consultation, fostering conversations, and facilitating the development of diverse communities of practice in the areas of teaching and learning. There are various ways that these conversations and communities can begin, and I believe that it would be shortsighted to privilege one over the others. Which approach will be taken depends on the importance placed on the element by the individual faculty member, departmental head, and/or administration. Within the scope of this research project, I focused on how the ISW provides a framework for AI and generative dialogues with colleagues in an environment that opens the possibilities for a community of practice to begin, develop, and take root. The generative process of AI, which focuses on what is working well and what can be changed based on that knowledge, within the ISW can usefully be employed to move participants, individually and collectively, through Lewin's three step process of change, right through to the Freezing level where the individual has solidified a new chosen behaviour in the current situation. One of my questions is whether or not the individual can apply their new behaviour in a new situation – their classroom – and take it beyond their own learning into a more externally transformative change that will impact the learning of their students.

Consulting with Faculty Members around Teaching Practice

The ISW facilitator takes on the role of educational developer, where the fundamental job is to help others consider and then potentially change their standard of acceptable teaching practices (freezing) to a new way. Whether informally or formally constituted, one-on-one consultations are an aid to facilitating reflective processes. This is the generative work of an influencer, and a key intervention for change in this model is posing questions that help faculty members move in the direction that they want to move. This consultation process is one that is learned through intention, curiosity and practice. There are no correct questions, just appropriate ones that provoke an iterative version of the unfreeze step of change, with an aim of encouraging the development of a forward vision rather than a backwards stare. ISWs provide this type of consultative process and a 'container' for faculty members to elaborate on their teaching practice, receive feedback from peers as learners, and reflect on their current processes and future plans. This research project concentrated on the ISW and the ways that it assisted faculty members to transform their teaching practice.

Research by others has indicated that short term interventions of a couple of hours are the norm in British Columbia in post-secondary education, where identified that, "Across all institutions, the majority of PD services provided were shorter (less than two hours in duration) workshops rather than extended (for example, week long) sessions" (Morrison, 2000, p.24). Many of these are informational, delivering a sample of ideas and then expecting the participants to

take the information back to their context. While these may be the most common, they may not have the best impact on learning for the participants. In a large study that analyzed the outcomes of 50 randomized control trials on the diverse continuing medical education (CME) interventions on physician performance and health care outcomes, the authors found that:

>…those studies that used enabling and/or reinforcing elements were more effective in changing outcomes; for example, workshops that provide more opportunity for case discussion and rehearsal of practice behaviors are considerably more effective than are more didactic programs. (Davis, Thomson, Oxman, Haynes, 1992, p.1115)

The ISW is an event of course length with measurable outcomes and which uses discussions and rehearsal to achieve them, making it more likely to have a positive impact on the participants and their teaching practices.

Measuring Changes

Force Field Analysis

Lewin (1951) had a profound impact on the theory and practice of social and organizational psychology. His theory of change, often simplified to *Unfreeze, Movement, Freeze,* is a cycle that is seen manifest in many educational development processes together with three force fields effecting the actualization of change.

1. Driving Forces push and cause a shift in the equilibrium towards change. For teachers, these can include forces such as student ratings of instruction,

departmental pressures from colleagues, new technology expectations, administrative direction, and many others, including their own self-motivation.

2. Restraining forces counter driving forces, opposing change and causing a shift in the equilibrium. The level of willingness of groups or individuals to commit time or resources to an initiative would be one example. Another would be fear.

3. Equilibrium is a state where the net driving forces equal the net restraining forces and no change occurs. Adding a force usually results in an equal force being applied by the people / person involved to maintain equilibrium so that it might be said that resistance to change balances the pressure for change. In many cases, the quicker the addition of driving force, the stronger the resistance/restraining force.

Unfreezing happens when there is uncertainty and established patterns are seen as no longer suitable. This unfreezing makes it possible for people to let go of an old pattern that was counterproductive in some way. Educational developers look for ways to encourage self-questioning and reflection in their conversations with faculty members. They seek out conversations about teaching and learning, listen for understanding, and express empathy when there are expressions of frustration or unease. This is gentle pressure and a positive way to counter the natural resistance that people feel when faced with uncertainty.

Movement is a process of change in thoughts, feeling, behaviours, or all three, that is in some way more liberating or more productive than what has gone before and that eases the discomfort of the driving forces. This movement can be

seen in the engagement of faculty members in the events and interventions provided by the change agent/educational developer. If the process that facilitates the movement is done poorly, movements can be regressive and become more confining and less productive.

Freezing is establishing the change as a new process or habit so that it now becomes the 'standard operating procedure'. Without this stage it is easy to slide back into older ways of being. Here the educational developer needs to bring to bear all of the support mechanisms available to encourage the new behaviours and to coach the faculty members in their practice until the change becomes ingrained and they are able to 'stay the course'.

In this research, I identified forces that drive or restrain faculty members around their teaching practices and apply these to a model of the ISW process. I also looked at the combination of forces that create a favourable climate for Unfreezing, Movement, and Freezing in the context of teaching environments.

The Kirkpatrick Framework: A "Standard" Model in Training

This study utilized the Kirkpatrick evaluation framework for analysis of change through and after the ISW. Donald Kirkpatrick first published his four-level evaluation framework in four issues of the *Journal of the American Society of Training Directors* (now called *Training and Development*) (Kirkpatrick, 1959a, 1959b, 1960a, 1960b). Thirty-five years later, the framework was published in a book, which did not substantively change the 1959 framework (Kirkpatrick, 1994). Over the years, this framework has been applied to a number of training

situations to identify effectiveness and return on investment in diverse organizations ranging from Health Care to the U.S. National Weather Service Training to the United Nations fellowship programmes.

Kirkpatrick's original model encompasses four levels of evaluation: reaction, learning, behaviour, and results.

Level 1: Reaction. Frequently referred to as "happy face evaluation", this level measures participant reaction to and satisfaction with the program and the learning environment.

Level 2: Learning. Changes in knowledge, skills, and/or attitudes constitute learning in the Kirkpatrick model. Excluded from this level of evaluation is the application of the learning on-the-job.

Level 3: Behaviour. This level determines whether changes in behavior have occurred as a result of the program. Kirkpatrick stresses the importance of having information on levels 1 and 2 in order to interpret the results of level 3, evaluation. Specifically, if no behaviour change occurs, it is useful to determine whether this is due to participant dissatisfaction with the program (level 1) or a failure to accomplish the learning objectives (level 2), or whether the lack of change in behaviour is due to factors beyond the scope of the program (e.g., a lack of desire, opportunity, support, or rewards for changing behaviour).

Level 4: Results. Level 4 looks at the final results that occurred because the participants attended the program. Results can be thought of as "the bottom line": the impact of the program.

Level 5: Societal Impact or Return On Investment (ROI). This was added later to Kirkpatrick's original four steps by Kaufman, et al. (1996) and Phillips (1996). This level looks at big picture impacts that go beyond the individual.

In this project I used both survey and interviews to identify changes that occurred after the participants have completed the ISW and analyzed the changes in their conceptualization of teaching and applications to their teaching practice. Changes at all levels can be transformative. The more change is experienced over more levels, the greater the potential for transformation and the integration of such transformation into the individual teacher's teaching practice.

Summary

This context leads me to ask if the ISW has or has not been a transformative educational process for the participants at Kwantlen. If so, then when and how it has been so and if not, in what ways has this happened, and, finally, to discover if there are general principles that might be identified that would then assist others.

CHAPTER 2: LITERATURE REVIEW

There have been numerous calls for reform in Higher Education. One of these was Boyer (1990) in Scholarship Reconsidered: Priorities of the Professoriate, where he identified four scholarships:

1) Discovery is what is often referred to as research by academics. It is the advancement of knowledge;

2) Integration is putting together facts or perspectives to come to a new understanding. It is about "making connections across the disciplines, placing the specialties in larger context, illuminating data in a revealing way, often educating nonspecialists, too" (p.18);

3) Application is about applying knowledge to solve problems, to help individuals and institutions. It includes acquiring "new intellectual understandings from the very act of application" (ibid, p. 23); and

4) Teaching is about "transforming and extending knowledge," and the "continuity of knowledge" (ibid, p. 24).

Aristotle (as cited in Boyer, 1990, p.23) is reputed to have said, "Teaching is the highest form of understanding". My questions centre around understanding how this might be manifested in reflective practice by and with other instructors and the implications for teaching practice. This sets a context for a focus on learning, rather than teaching (transmittal), because of the need to reflect on personal

practice and then to share those reflections with others in the teaching community. "Each college or university should, of course, view teaching as a core requirement" (Boyer, 1990, p. 57). This provocative call to purpose also points out the need for active consideration of how teaching is done and for what purpose and to take a scholarly approach. Following from this acknowledgment of teaching as a scholarly activity, individuals and institutions need to be supportive of improving instructional skills, including all forms of assessment, effective use of technology to improve student learning, attention to authenticity of teaching (as defined by Cranton & Carusetta, 2004) and transformation from teaching as mere transmittal to teaching as the thoughtful engagement of student into the enterprise of learning.

Barr and Tagg (1995) wrote that, "In the Instruction Paradigm, teaching is judged on its own terms; in the Learning Paradigm, the power of an environment or approach is judged in terms of its impact on learning. If learning occurs, then the environment has power. If students learn more in environment A than in environment B, then A is more powerful than B. To know this in the Learning Paradigm we would assess student learning routinely and constantly" (p.5). This research is intended to identify when and how this might occur for teachers. It is also useful that they noted that the Learning Paradigm embraces the goal of promoting a sufficient grasp of concepts, principles, or skills so that one can bring them to bear on new problems and situations, deciding in which ways one's present competencies can suffice and in which ways one may require new skills or knowledge. This involves the mastery of functional, knowledge-based

intellectual frameworks rather than the short-term retention of fractionated, contextual cues. Here, again, the question of how we do this for teachers in higher education is critical in the framing of this study.

Overview

My research begins with an extensive literature search about teaching and learning in higher education. Concepts addressed include: transformation, beliefs, methods, indications of change, and organizational development with respect to practice implementation and the degrees of their contextual success. The literature review was expansive as sources led to other salient concepts and practices. I have narrowed the field to those areas that appear most fruitful, and developed a vision of the synergies and alternatives that can enhance educational quality and be adapted to diverse situations.

Learning and Transformative Learning

Learning and education are about change. Within the realm of Higher Education there are expectations that students will be admitted and they will learn about new things and will change in some way because of their learning. I apply this expectation to those who do the teaching as well, specifically with those instructors who participate in the ISW process. I explore some of the ideas that have an impact on transformative learning and change.

Mezirow's (1990) premise that transformative learning involves reflection on social context, history, and consequences to help the individual and transform their beliefs, feelings, interpretations, and decisions is foundational to change. More recently, Mezirow (2000) notes that it is a process of "becoming critically

aware of one's own tacit assumptions and expectations and those of others and assessing their relevance for making an interpretation" (p.4). These concepts describe the intent and application of activities in the ISW. I believe, as Mezirow proposes, learners will consider their beliefs and be open to dialogue that includes "additional amendments" which promote reflection, inclusion, discrimination, and the possibility of change (p.8). In this way, Lewin's "Unfreeze, Movement, Freeze" serves as an underpinning to the change process.

Teachers' Individual Belief, Intention, and Action

Pratt (1997) identified three categories of personal thought underlying and having an active effect on teaching perspectives and practices – beliefs, intentions, and actions.

- Beliefs – What does one believe about teaching?

- Intentions - What does one try to accomplish in one's teaching?

- Actions - What does one do when teaching?

These three items are in constant dynamic interplay within each person's teaching practice – the visible action - and are influenced by the individual's conceptions of what teaching is and how learning might occur. As long as these are part of a teacher's presuppositions about teaching, it is difficult to imagine change. When they surface through reflection and feedback, they may become catalysts for transformation in teaching and thinking about teaching no matter what discipline or context the person is coming from. "Conceptions of teaching are associated more with the beliefs and intentions of the individual than with any

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particular disciplines or contexts" (p.26) and, therefore, serve as a lever to transform actions.

Locus of Power and Transformation

Deans of Faculties often seek quick and lasting solutions to administrative and student pressures surrounding curriculum, teaching, and learning, and may strongly encourage (or even require) individuals to attend ISWs or other programs to upgrade their teaching. Traditionally, educational developers have very little designated power within their organizations, and typically invite individuals to attend ISWs. This distinction can lead to disequilibrium between participants who attend voluntarily in response to an invitation to change and those who are mandated to attend and thus being 'forced' to change. This is common in most ISWs where participants come for various reasons and with varying goals, and the facilitator needs to support change and transformation using a basic infrastructure and a flexible process.

Boler (1999) contends that "emotions define how and what one chooses to see, and conversely, not to see" (p.176). All actions and thoughts are bounded by emotions, solidified in our memories and then mediated by the many ways that we interact with others. Much of this process centres on the use of power or resistance to the use of power. Resistance is often a response to a drive for change, so how actions are perceived and the emotions we attach to them depends on which side of the equation we are situated. Here is a place for the use of Lewin's force field analysis to identify forces that push (drive) individuals

forward and those that hinder (restrain) their progress into the realm of critical reflection and potential change.

As educational developers, finding a balance point of personal agency in response to the use of power and/or our use of influence is a constant effort. When faculty members come to work with us, educational developers need to be prepared to struggle with what they think they see and what they think they should see, lest they start to believe that they have the answers and forget to take the myriad contextual influences into account. Boler (1999) cautions us about this and says, "I perpetually re-evaluate and struggle to develop a pedagogy that calls on each of us to be responsible, and particularly calls for me to be extremely sensitive in how I pose my invitation to discomfort" (p.179). This epitomizes the caution needed by the educational developer and ISW facilitator who hopes to be an effective agent of lasting change and a supporter of transformation. Key elements of the ISW in this area include attention to the emotional impact of becoming a reflective teaching practitioner in ways that will promote thoughtful uncertainty, and a willingness to engage in the teaching and learning enterprise through direct connection to the learners and what they are learning.

Further, I accept Wilcox's (1997) complex concept of the Educational Development (ED) practitioner's purpose and understand it to imply that this person is a change agent with a 'pragmatic intellectual' approach that uses the eye of the skilled facilitator to decide which of a wide variety of research methodologies and practical actions to use. It is a dance among and through the

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complex interactions and cross impacts of academic life, with an eye on the bigger picture of improving student learning and good collegial relations. Those working in the area of facilitating ISWs must be thoughtfully and reflectively engaged in this dance to be effective as agents of positive change.

A Need for Inclusion and Transformation

Garrison, Kanuka and Hawes (2006) write about faculty becoming more and more stressed and dissatisfied over time in teaching, and note that:

> The reasons behind faculty dissatisfaction include: lack of collegial relationships resulting in the experiences of isolation, separation, fragmentation, loneliness, competition, and sometimes incivility; lack of integration between personal and professional lives; little or no feedback, recognition and/or reward; lack of a comprehensive tenure system, and; unrealistic expectations and insufficient resources and support systems (p.2).

They then go on to propose a possible solution as follows:

> A community of inquiry is based upon discourse and the security to explore and challenge ideas. It bridges the private reflective world of the individual and public shared world of society. A community of inquiry provides the opportunity to iterate between the reflective and shared worlds. The purpose and value is for learners to take responsibility for the construction of knowledge and learn to learn while being open to societal knowledge and the experiences of others (p. 2).

There is a hunger for connection and conversation that permeates both physical and virtual spaces that are inhabited by faculty, as well as the declaration by faculty members of a desire to share and encourage sharing of ideas, artifacts, and projects.

Those who dedicate themselves to a teaching and learning focus need the critique and support of other like-minded individuals to build a framework to further and also share human knowledge. In real terms, it means that every member of the institution now has a need to learn and develop themselves in reflexive ways that support student learning. Senge (1990) reminds us that: "All disciplines matter. … People discover that the best systemic insights don't get translated into action when people don't trust one another and cannot build genuinely shared aspirations and mental models" (p.xviii).

As institutions of higher education strive to remake themselves in a constantly changing world of increased globalization coupled with local concerns and focus, the older paradigms of isolation and 'ivory towers' need to give way to institutions of learning becoming 'learning institutions' themselves. The interplay of these globalizing forces does not exist so much in opposition, but rather in a contradictory and "…massive two-fold process involving the interpenetration of the universalization of particularism and the particularization of universalism" (Robertson 1997 p.73), where the particular – situational decisions according to a group standard – are becoming more universal as information and connectivity expand exponentially via the internet and the ease of travel for many people. Meanwhile, the 'global village' is becoming more particular. This complex

interaction and synthesis of globalizing and localizing tendencies has been called "glocalization" (Appadurai, 1990; Scott, 1997; Spybey, 1996) and is a key facet of the globalization of knowledge. Glocalization, particularly where a merging of global opportunities and local interests occurs, is at the heart of both engaging in good teaching practice as well as expanding and sharing it across disciplinary, institutional, and national boundaries. The academic work of teaching is also deeply embedded in cultural and intercultural practice, and reaches well beyond the 'halls of learning' and into 'communities of learning' where academics have the opportunity to become transformational leaders through their ethical and moral applications within the scholarly teaching that they do. Supporting this view, Wilcox and Ebb, in The Leadership Compass: Values and Ethics in Higher Education, 1992, note that:

> Work in academic life, like any other kind of work, is laden with values and has a moral dimension that emerges from the ethical reflection characteristic of institutional self-scrutiny. Students are vulnerable before and unequal to the scholar; trust must characterize faculty-student relationships. Ultimately, however, professorial knowledge is not proprietary but communal, dedicated to the welfare of society through the transmission and extension of knowledge. The role of the scholar can be conceived in four phases: teaching, discovery, application, and integration, each of which has its own ethical assumptions and problems (Boyer 1990). Often the competing needs of these roles cause conflicts for the scholar teacher/researcher. In responding to these problems, the

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scholar must balance individual with group realities and requirements. An

important pedagogical conception to help achieve the balance is the

learning community" (Wilcox & Ebb, 1992, p.1).

To expand on this, there is a need to find ways of balancing the myriad impacts

of acting within the complex and changing structure of modern society and one's

own local community. While this is beyond the scope of this proposal, it is

important to be aware of the ISW in the context of a larger institutional and

educational culture.

How Transformative Learning Occurs

In her 1994 book, *Understanding and promoting transformative learning,* Cranton

outlines a taxonomy of processes for working towards transformative learning

and breaks it into three major categories: instrumental, communicative, and

emancipatory. These range in complexity from content and process reflection to

premise reflection on meaning perspectives in the emancipatory domain of

learning as the most complex process. These processes are seen as criteria for

the process of education rather than ends. She agrees with Mezirow that

instrumental processes are positivistic and communicative processes are

constructivistic and notes Mezirow did not pose them as a dichotomy, but that

"the taxonomy implies that we can move freely between different learning

processes" (p.67). I see them crossing the boundaries of Lewin's progression

through Unfreeze, Action, and Freeze and being the channels that support

complex and transformative change.

Mezirow's concept of transformation included ten phases, which Cranton

condenses as:

> Mezirow saw a *disorienting dilemma* as provoking the process followed
>
> by a *self-examination*. He then described the learner as engaging in a
>
> *critical assessment* of internal assumptions accompanied by some sense
>
> of alienation from his or her usual social context. *Relating to others'*
>
> *experiences* and recognizing that others have gone through a similar
>
> process was described as a separate phase. … The learner then
>
> *explores options* for new behaviours and *builds competence* in new roles.
>
> A *plan of action* is developed, and the learner *acquires knowledge and*
>
> *skills* for implementing the plan. *Provisional efforts* are made to try out the
>
> new roles and obtain feedback. Finally…a *reintegration* into society takes
>
> place (p.70).

The first part of Mezirow's model is a good fit with Lewin's concept of Force Field

Analysis to look at the restraining and driving forces that impact on individuals

during change and ways in which equilibrium is maintained or that change can be

managed. A recognition that taking the driving forces that come from

disorientation (Force Field Analysis) and reflection (internal) (Lewin's Unfreeze)

and using a further combination of external and internal drivers is a key to

purposeful change to move the individual through Action and then Freeze at

Mezirow's reintegration level.

Evans (2002) writes that, "It seems inevitable that some degree—no matter how

small—of dissatisfaction is a prerequisite of teacher development because

satisfaction with a way of working obviates the perceived need for development"

(p.134). This dissatisfaction is a major driver for change in the individual and the

one that actually moves the teacher to seek change. This beginning, when the

driving forces are larger than the restraining forces, is the first step into change.

There are other steps that take place along the way as new driving and

restraining forces are encountered at each phase of Mezirow's model.

This fits well with Bonwell and Eison's (1991) explanation of active learning,

which draws on Chickering and Gamson's (1987) statement:

> that students must do more than just listen: They must read, write,
>
> discuss, or be engaged in solving problems. Most important, to be
>
> actively involved, students must engage in such higher-order thinking
>
> tasks as analysis, synthesis, and evaluation. Within this context, it is
>
> proposed that strategies promoting active learning be defined as
>
> instructional activities involving students in doing things and thinking
>
> about what they are doing (p.1).

Transformative Learning for Teachers

When Kaufman and Mann (2007) wrote that transformative learning is "the social

process of constructing and internalizing a new or revised interpretation of the

meaning of one's experience as a guide to action" (p.13) they summarized the

very personal effect of how change occurs for the individual. Instructors have the

same restraining forces working on them as do their students and for

transformation to occur, they need to interpret their experience within their

previous and current contexts and see a need for change. This contextualization

includes the interaction and experiences that learners have with their environment. As Knowles (1980) notes, "The art of teaching is essentially the management of these two key variables in the learning process – environment and interaction – which together define the substance of the basic unit of learning, the 'learning experience'" (p.56).

Professional Development for Teachers in Higher Education

Evans (2002) identified the professional development process in individuals as involving:

- recognition of work-related deficiency or imperfection
- recognition of a perceived 'better way'
- motivation to adopt the perceived 'better way'
- adoption of the perceived 'better way'
- evaluation of the adopted new practice as an improvement on the practice that it replaced.

These elements, which align with both Lewin's and Mezirow's theories constitute the instrumental steps to transformational change, but in practice, this becomes very complex. Evans' model of professional development fits well with a common model of student as deficient where "When the students don't learn (that is, when teaching breaks down), it is due to something that the students are lacking" (Biggs, 2004, p.22). Evans transfers the model to the teacher who 'needs' developing. Biggs further describes this as Level 1 theory about teaching that is

unreflective and where "It doesn't occur to the teacher to ask the key generative question:' What else could I be doing?'" (ibid, p.22).

Any 'deficit' model assumes that there is a 'sufficient' model or standard which can and/or should be attained. While this is an attractive framework in its simplicity, it becomes problematic when it is seen as one size fits all. People, and therefore teachers, come in many different types and backgrounds and teach in many different subjects, differing modes, and to a wide variety of learners who have complex histories and lives outside of the classroom that impact on their engagement and learning.

The Challenge of Change

However, because we are dealing with human beings, we find both driving (perceived need) and restraining (resistance or blocks to change) forces that complicate matters. Appreciative Inquiry (AI) (Cooperrider & Srivastva, 1987) takes a different path when dealing with "deficiency or imperfection". They conceive the systems that we, as humans, function in, as organisms – living, adapting, and interacting within themselves and with other systems. When we want to effect change in this organism, we need to use an organic process that has its roots in the system itself and is respectful of the experiences of the group members. This approach to change takes into account both driving and restraining forces and enlists the human beings involved in the decision making process that allows movement towards and generative adaptations that lead to lasting change as desired by those involved.

Rather than using a deficit approach that treats individuals as being at fault, AI is a process to develop positive change in individuals and groups. AI is a form of action research that attempts to create new theories/ideas/images that aid in developmental change. It is a "philosophy and orientation to change" (Watkins & Mohr, 2001, p.21) that is intended to take a positive and hopeful view of what is happening among the people who engage in this exercise and turn that into a pattern for learning, design, and development.

> The dominant theoretical rational for AI is post-modernist European
> philosophy. From this point of view there is nothing inherently real or true
> about any social form. All social organization is an arbitrary, social
> construction. Our ability to create new and better organizations is limited
> only by our imagination and collective will. Furthermore, language and
> words are the basic building blocks of social reality. Rather than seeing
> language as a passive purveyor of meaning between people, post
> modernists see language as an active agent in the creation of meaning.
> As we talk to each other, we are constructing the world we see and think
> about, and as we change how we talk we are changing that world. From
> this perspective, theory, especially theory that is encoded in popular
> words or images, is a powerful force in shaping social organization
> because we "see what we believe" (Bushe, 1998, p. 2)

Traditionally, organizations have used deficit-based approaches that see people as somewhat mechanical entities having problems that need to be fixed. Appreciative Inquiry is a positive way of bringing about change in human systems

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and as such is well suited to the teaching and learning environment. Appreciative Inquiry is grounded in the reality of the individual and group. Because AI results in visions and actions for the future that have as their foundations positive ideas and events that have actually occurred (even if only once) to the people who are acting, it is easier for people to feel able to try out new ways, and it increases their confidence that they can realize their desired results. This is a reflective and strengths-based approach to improving human actions and interactions. It is also a way to increase driving forces and reduce restraining forces once a particular direction for change has been identified by the individuals involved in the process.

An appreciative approach does not ignore 'problems', rather it seeks to frame situations in terms of a 'preferred future' by building on the best that has been observed and experienced previously by those involved. This moves away from the idea that the participant needs to be repaired in some way to the possibility of change that is generative and creative. Here, Evans' steps can be reconceived in a different light.

- Desire for change and Define a positive direction of inquiry (was *recognition of work-related deficiency or imperfection*). Where something is problematic, do I want change?

- Discover elements of what gives life to learning and teaching and Dream of a 'better way' from past individual or group experiences (was *recognition of a perceived 'better way'*). Move the inquiry to the realm of my personal experiences with excellence.

- Design a preferred future (was *motivation to adopt the perceived 'better way'*). How can I get more of what I perceive to be "the best".

- Design Innovative ways to create that future and Deliver them (was *adoption of the perceived 'better way'*). Design, plan, and practise the way I wish to be.

- Debrief and refocus (was *evaluation of the adopted new practice as an improvement on the practice that it replaced*). Discuss what works and what could be done ever better, iteratively, to adjust and build on current success.

These steps are adapted from the 5-D processes of Appreciative Inquiry model (Watkins& Mohr, 2001, p.25)

People have a tendency to respond negatively when off balance or upset, such as when they perceive a "deficiency or imperfection'. From an AI perspective, however, this is the time to concentrate on the positive side of the situation and work from one's own positive history. This is a process that benefits from dialogue and the company of others who are similarly motivated.

Original Theoretical Basis for the Instructional Skills Workshop

As Doug Kerr was developing the ISW for the Province of BC, he built on the work of a number of curriculum development theorists, including Gagne, Gronlund, and others. Perhaps, more importantly, he actively identified, and built into the ISW, the importance of using a 'teaching model'. In this he was reaching beyond the concepts of transmission of information and drawing on the essential interactivity of teacher and learners that is the grounding of adult learning and transformative learning.

He referred to the teaching model of Shuell and Lee (1976, p.80) shown in Figure

1. These steps, when compared with Cranton's Instrumental processes, are a

way to implement her process.

Figure 1. A Model of Teaching

Instructional Objectives

    Analyzing task or subject matter to be learned
    Developing instructional objectives

Entering Behavior

    Determining level of cognitive development
    Assessing pre-requisite knowledge
    Identifying personality variables
    Comparing learner's characteristics with task
    requirements.

Instructional Procedures

    Producing and maintaining motivation
    Informing the learner of expected outcomes
    Stimulating recall of relevant pre-requisites
    Presenting the stimuli inherent to the learning task
    Offering guidance for learning
    Providing feedback on adequacy of performance

Performance assessment

Modification of Instruction

Modification and Improvement of the System

(Shuell and Lee, 1976, p.80)

Kerr (1980) then expanded on this model by noting that "while technical

competence is essential to the tasks described in each of the six stages of the

Shuell and Lee model, the learning which takes place as a result of the

instructional procedures (the third stage of the model) is dependent to a

considerable extent on the style (or personal qualities) of the instructor" (p.19).

These very individual instructors were not conceived to be out of a mould, but rather a myriad of personalities and characteristics who would and do populate higher education institutions and are tasked with teaching.

I now add the Communicative processes described by Cranton (1994). Kerr anticipated this through building in the concept of 'caring' and quotes Mayeroff (1971) "To care for another person, in the most significant sense, is to help him grow and actualize himself" (p.50). Kerr built strategies and processing into the ISW that would support this growth and change.

> Each of these workshops is designed to provide the participants in the
> workshops with the opportunity to develop and grow in their own skill and
> in their capability to care for themselves and the other workshop
> participants. (ibid, p.50)

This caring framework also supports Cranton's concept of emancipatory processes and reflection on a variety of meaning perspectives with the probable outcomes of transformation in those perspectives. This progressive layering of the Instrumental, Communicative, and Emancipatory coupled with both content and process reflection are the building blocks for the stages of transformative learning and the process of the ISW.

Instructional Skills Workshop Model for Transformative Change

While the ISW is built on a number of theoretical concepts, the process that defines the ISW has not been modeled. I propose a model of how the ISW

actualizes and how it provides both content and a supportive framework for transformation learning by the participants.

Impact on Instructors

The primary input is the needs of the instructor and this may be an intrinsic need or an extrinsic driving force as per Lewin's (1951) model of change and Schein's (1995) expansion on the model with Force Field Analysis of the driving and restraining forces that work toward equilibrium. This was conceived of as a dynamic balance ("equilibrium") of forces working against each other. In order for any change to occur, the driving forces must exceed the restraining forces, and shift the equilibrium.

Driving Forces push and cause a shift in the equilibrium towards change. Intrinsic driving forces may include: a desire to learn more about the art of teaching; wanting to connect with their students around the subject matter; a personal experience that has caused them to have questions about teaching; or perhaps a conversation with a student or other instructor that piqued their interest. Extrinsic driving forces may include; a student rating that has indicated to them that there is disconnect between their teaching and the students' learning; a suggestion (sometimes strongly worded) from their Dean that they might want to attend an ISW – this may occur as they are hired or may be as a result of other factors within the Faculty or School; or a strong recommendation from a colleague or peer observer.

These are countered by restraining forces that inhibit movement change and reinforce equilibrium in their current practices, particularly around teaching.

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These include the fifty-minute academic hour into which all learning is expected to be condensed. While some instructors may have two or three of these in a row, time is always a constraint. Departmental or Faculty colleagues often have fixed ideas as to what constitutes teaching without having reflected much beyond the ideas that if a method worked for them it should work for everyone. Even the students are part of the restraint when their demand for one right answer to complex situations and problems makes it difficult, if not impossible, to move beyond low level knowledge and comprehension when the material and the field are seeking application, analysis, synthesis, evaluation, and creative responses. Finally, if an instructor feels that their teaching is satisfactory, it is unlikely that they will seek to join an ISW. After all, why would they?

For each participant in the ISW, the driving forces exceed the restraining forces and they arrive on the first day of the workshop in a state of disequilibrium that allows for the possibility of change of their teaching practice. Some may come because they are driven by their interest in personal change or possibilities and some may come due to driving forces from outside (by choice or by force). Identification of these drivers was part of this study. Once they arrive at the workshop and have decided to attend, there are strategies and processes inherent in the event that operate to introduce and positively reinforce change drivers and to inhibit restraining forces for change for each individual.

ISW Content

The ISW is built on and exemplifies a number of theoretical educational concepts as have been outlined in Chapters One and here in Chapter Two, including

transformative learning, positivism, constructivism, and experiential learning. This mix of approaches used with a 'caring' framework provides an appreciative approach to the general analysis of teaching practices and to the specific analysis and feedback of individual application of lesson planning and teaching by each participant during the workshop. The workshop Facilitators provide examples and demonstration of educational concepts during the beginning hours of the workshop. This supports the driving forces towards the second stage of doing micro-teaching and receiving collegial feedback from other participants who have been learners in the lesson. Each participant is also a student / learner in the micro-teaching events of all others in the workshop.

There are also restraining forces that continually arise during the workshop as participants step outside of their comfort zone and face the challenge of teaching in front of their peers, receiving feedback, and being video recorded for playback. This discomfort can be strong enough that some participants may come for the first day of the workshop and then not complete the whole experience. This does not appear to be common and in the group that was invited to take part in this research project there were only two participants who did not complete the course.

ISW Framework

The ISW is framed within a supportive environment that is crafted to ensure that, to the greatest extent, the participants are free to engage with the concepts and application through an active learning process. By outlining the workshop

process and answering the questions that are posed, the Facilitator(s) set the

stage for an appreciative atmosphere.

Supports for Transformative Learning

Within the ISW there are a number of elements that are intended to support

participants in their transformation process. Each element is synergistic with the

others and none is sufficient by itself. As identified by Barr and Tagg (1995), "The

Learning Paradigm ends the lecture's privileged position, honoring in its place

whatever approaches serve best to prompt learning of particular knowledge by

particular students" (p.2). Thus a number of processes are used to build the

framework in which learning can occur. They include:
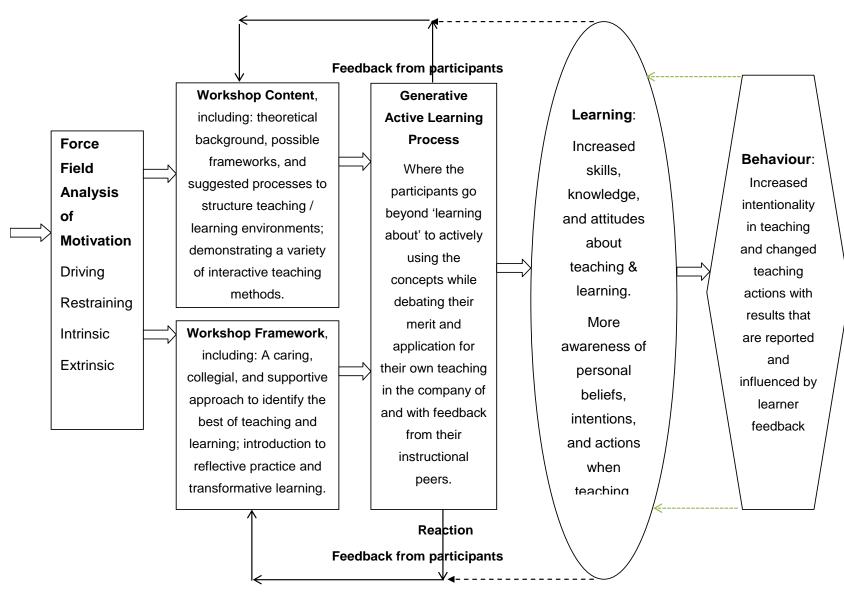
- Safe environment and process

- Theoretical overview

- Personal goals made explicit

- Experiential process of teaching

- Topic areas that match interests

- Participation as both teacher and learner

- Giving and receiving formative feedback

- Reflective practices and support

- Peer facilitation

- Dialogue with colleagues

Facilitators of the ISW work with the participants and build mutual respect by

using a caring and generative approach that identifies the best elements and

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actions of teaching and learning as experienced by the workshop participants in their past and then integrating that with both adult education theory and practise in an active learning environment of useful feedback and reflective practice. The three processes of transformative learning – instrumental, communicative, and emancipatory – are woven into active learning that is at the heart of the Workshop. Built-in time for reflection and the caring framework of steps and supports are key frameworks of the ISW, and are grounded in the concepts of active learning. There is both support and the need to be participatory in every aspect as the participants toggle among application, reflection, thinking, experimentation, and theorizing within the a facilitated framework. This is accomplished with process facilitators who are both peers, teachers, and facilitatively supportive in trying to help them add to their already existing teaching skills. The supportive framework of the workshop, bolstered by content which refers to educational literature and research, provides the ground where the participants can explore, and, using their previous experiences, plan, construct, and implement structures that they can use to help their students learn in their disciplinary classes.

I have developed a basic model of the ISW and the processes that are used and which may impact participant reactions, learning, and behaviours. Figure 2 shows this Model of the ISW that incorporated the dual nature of the content and process actualized through Active Learning that encourages Reactions, Learning, Behavioural Changes, and Results.

Figure 2. Model of the Instructional Skills Workshop

| Force Field Analysis of Motivation | Workshop Content | Generative Active Learning Process | Learning | Behaviour |

Feedback from participants

Force Field Analysis of Motivation

Driving

Restraining

Intrinsic

Extrinsic

Workshop Content, including: theoretical background, possible frameworks, and suggested processes to structure teaching / learning environments; demonstrating a variety of interactive teaching methods.

Workshop Framework, including: A caring, collegial, and supportive approach to identify the best of teaching and learning; introduction to reflective practice and transformative learning.

Generative Active Learning Process

Where the participants go beyond 'learning about' to actively using the concepts while debating their merit and application for their own teaching in the company of and with feedback from their instructional peers.

Learning:

Increased skills, knowledge, and attitudes about teaching & learning.

More awareness of personal beliefs, intentions, and actions when teaching

Behaviour:

Increased intentionality in teaching and changed teaching actions with results that are reported and influenced by learner feedback

Reaction

Feedback from participants

To begin with, this model identifies that there are motivations for each individual to begin the ISW and they include both Driving and Restraining forces that are mixed with Intrinsic and Extrinsic needs. Once the workshop has begun, the elements and framework of the ISW are seen as separate components that come together through the Active Experiential activities that are the interactive and generative learning elements of the workshop. Formative feedback is sought from the participants throughout the 4-day process and informs the content and framework elements. At the end of the workshop, more feedback is solicited from the participants, which then impacts the next iteration of the workshop for the next group of participants through the implementation by the facilitators. The immediate product of the process is learning for the individual participants and facilitators with the longer range product being behavioural changes in individual teaching practices and changes in the process of the course.

This Model and its Fit with the Literature Reviewed

The ISW model supports Mezirow's (1990) conception of transformative learning by providing a framework of both content and process that encourages participants to analyze, develop, and change how they teach in ways that engage learners in developing contexts. Within the model is the structured time and space for the surfacing of assumptions and expectations about learning and teaching, and for engagement in "critical reflection, reflective discourse, and action" (Merriam & Caffarella, 1999). There are also the three cycles of lesson planning, delivery/interaction, and feedback that support "reflection, inclusion, discrimination, and the possibility of change" (ibid, 1999).

Accepting that emotions are driving forces, as Boler (1999) states, then the interpersonal has a strong impact on what we do and what we take away from a situation. This attention to interactions is an integral part of the process within the ISW model and supports Boler's call for each of us to be both responsible and sensitive in our invitations to be reflective about our teaching in ways that support transformation. Here is the work of Wilcox's Educational Developer as change agent, who pragmatically facilitates the process to support individual transformation of teaching practices.

Providing the time and structure for connection and conversations with those who have similar interests recognizes a basic human need. Here the model addresses this need and provides the expert facilitation that identifies and promotes conversations around the topics that are noted to be of most interest and immediate to the participants. These are dialogues with resources made available or treated as inquiries to be pursued where participants share and build on ideas.

This building of a "community of practice" within the ISW (Richlin & Cox, 2004; Wenger, McDermott, & Snyder, 2002) creates a space for the dialogue about teaching where understanding can be built (Bushe, 2001) and the opportunity to experience several opportunities to try ideas and experience numerous examples of the assays of others. The lesson planning, delivery, and feedback process allows opportunities "to formalize a reflective and reproducible educational practice that can be shared and critiqued" (Leinhardt, 2001).

This sharing is also built into the process element of the model so there are inter- and intra- disciplinary points of view expressed in ways that support the teaching and learning enterprise and acknowledge Senge's (1990) point that all "disciplines matter".

The aim is to promote a community of practice within the course that fills the group need to connect, compare, and continue the development of their teaching practice work. This is part of the framework and supports the concept of glocalization (Appadurai, 1990; Scott, 1997; Spybey, 1996) and the need to build global knowledge along with disciplinary specifics. This also allows the individual teacher to gain an insight into the mind of the learner in an unfamiliar discipline and the level of trust that must be built for deep and transformative learning to occur through use of the unfamiliar and Mezirow's 'disorienting dilemma' and the following 'self-examination' (as cited in Cranton, 1994)

The model also contains Cranton's (1994) three categories of processes from transformative learning: instrumental, communicative, and emancipatory. Because they are processes, rather and ends in themselves, there is room for them to play out and interact during the time frame of the course and for the participants to move between and among different learning processes.

Evans (2002) sees dissatisfaction as "a prerequisite of teacher development" and this is where we see driving forces overcome restraining forces to move the participant into the ISW and through the processes of the course through the use of active learning that is embedded in the model. While this might appear contrary to the AI approach with its focus on the positive, AI does not ignore dissatisfaction or problems, but rather sees them as a desire for something different and therefore a strong force for change. This leads the inquirer to ask the question, "What would you rather have?" which then opens the way to generative options that are imagined by the inquirer based on their experiences.

The social structures of the model and the use of an appreciative approach are intended to decrease the restraining forces and give positive support to generative solutions to perceived problems by supporting the participants to identify a preferred future in their teaching practises and practice in accordance to Kaufman and Mann's (2007) vision of transformative learning for teachers. This is also accomplished through the participant becoming more aware of their beliefs and intentions and how this affects their teaching actions (Pratt & Associates, 1998).

Finally, the model seeks to embody Knowles' (1980) "two key variables in the learning process – environment and interaction – which together define the substance of the basic unit of learning" (p.58) within a constructivistic and reflective environment that takes a positive and hopeful view of the teaching and learning experience. Here the model can be seen through the lens of the 5-D processes of AI model (Watkins & Mohr, 2001**)**

- Desire for change and define a positive direction of inquiry – make a decision to participate in the ISW course.

- Dream of a 'better way' from past individual or group experiences – discover elements of what gives life to learning and teaching and the core of 'good teaching' from the individual and group point of view.

- Design a preferred future – describe clear outcomes for learning that will produce more of the 'better way' and innovative ways to create that future.

- Deliver them – design, plan, and practise teaching the way I wish to do more of.

- Debrief and refocus - discuss what works and what could be done ever better, iteratively, to adjust and build on current success.

I have summarized some of the educational concepts that can be linked to this model, but it is to be noted that the model is not limited to only these ones. This model also matches the four key elements of grounded theory - fit, relevance, workability, and modifiability (Strauss & Corbin, 1990) - and brings them together in an iterative process of practise and feedback and adjustment and more practise as the ISW process and content unfolds.

This study was conceived as a way to uncover examples of how participants moved through the model then applied their learning, and to delve into the impact of the ISW process on the participants.

Underlying Principles for this Research

This collaborative, participatory and action-oriented research is built on the principles of faculty learning communities where there is a focus on the reflections of the educator as both the teacher and again as the learner. I have identified whether or not participants believed that they had changed their teaching practices, and sought to gain insight into the complex and multi-layered interactions between and among human agency, the structures of education, and professional cultures. This was to achieve a greater understanding of the educative nature of disequilibrium in education. Simons, Masschelein, and Quaghebeur (2005) describe the need for discomfort:

Critical educational research offers the researcher a position and an ethos of comfort. Even the declared recognition of the relativity of principles, norms or criteria so characteristic of much critical research does not prevent it from looking immediately for a way out of this uncomfortable situation i.e. to keep to

the idea that comfort (for the researcher) is needed and desirable. However, we suggest that this uncomfortable condition is constitutive for critical educational research and may be even for education as such (p.1).

My discomfort as a researcher and the link that discomfort can be constitutive to education leads me to the concept of parrhesia.

Foucault, in Discourse and Truth (1983), frames this discomfort in the following way. He notes that Plato used the word 'parrhesia' to describe Socrates' method of discourse as a way for the learner to excel. I believe that this concept can be used in the sense of speaking freely and with boldness with and among others to uncover and elaborate on understanding. He further notes that, "Parrhesia…is not primarily a concept or theme, but a practice which tries to shape the specific relations individuals have to themselves" (p.40). It is the extraction of each person's individual truth and the laying bare of their assumptions and actions that have informed their life to this point. This very interactive engagement forces individuals to examine the actions and results of their own behaviours. This is beyond a mere historic narrative and requires analysis of the logos ('word', 'reason', 'plan', 'thought', 'speech', from the Greek) for actions. When one is engaged, it is "…to demonstrate whether you are able to show that there is a relation between the rational discourse, the logos, you are able to use, and the way that you live" (ibid, p.34). This alignment of espoused belief and intention with personal action is constituted as an individual's truth in as much as the elements are aligned.

Parrhesia is about self and our interactions with others, a subject at the heart of our role as teachers and as co-learners. Foucault, in one of his final lectures at the University of California (Berkley) in 1983 asked: "…how can we distinguish the good, truth-telling

teachers from the bad or inessential ones?" (ibid, p.32). He elaborates on three types of parrhesia as follows:

> First, parrhesia occurs as an activity in the framework of small groups of people, or in the context of community life. Secondly, parrhesia can be seen in human relationships occurring in the framework of public life. And finally, parrhesia occurs in the context of individual personal relationships (ibid, p.42).

This description of parrhesia is also a fundamental description of the education process where there is a transformative movement from unexamined action to an aware and determined action, through an intrapersonal reflective and interpersonal interactive learning process. In all learning we must interact with the subject matter, but using the concept of parrhesia, it becomes apparent that we must also interact with others, declare our understanding, and explicitly act on our points of view.

> My intention was not to deal with the problem of truth, but with the problem of truth-teller or truth-telling as an activity. By this I mean that, for me, it was not a question of analyzing the internal or external criteria that would enable the Greeks and Romans, or anyone else, to recognize whether a statement or proposition is true or not. At issue for me was rather the attempt to consider truth-telling as a specific activity, or as a role (ibid, p.84).

My approach to the question of identifying the ways that the ISW is transformational, and how that transformation evolves through the content and processes, is founded on this concept of truth-telling by and of each teacher's personal experience and journey into the teaching and learning enterprise. This is also the process of researchers since

they are intimately involved in their own personal experiences with the course and the

model. To engage in this enterprise with others required a commitment to both

observation and analysis of information coupled with self-reflection and honesty about

our individual and collective experiences. My ISW co-facilitators and I are all faculty

members in various disciplines, who share learning and reflection as part of a modeling

process that supports transformation for self and others. Such an inter-subjective

process may produce pedagogical changes or transformations, and this is what I

investigated in the analysis of the data. In sifting through and organizing the information

I have found a number of supports for the premise of this research and a few items that

were surprising.

CHAPTER 3: METHOD

In 2002, the US National Research Council considered educational research and identified that three questions were appropriate to guide inquiries: "Description— What is happening? Cause—Is there a systematic effect? And the Process or Mechanism—Why or How is it happening?" (p. 99). These questions were the basis for my research. Further, John Creswell (2009) proposes a mixed method approach using "both open- and closed-ended questions, both emerging and predetermined approaches, and both quantitative and qualitative data and analysis" (p.17) using a theoretical lens. In this situation the primary lens is that of Transformative Learning with an eye to Lewin's Change Theory and Force Field Analysis and Kirkpatrick's Levels of Evaluation. While these theories have guided my research, I do not consider them as containers that all data must fit into. Rather, they are a possible framework and explanation for the apparent phenomenon that I am exploring. Creswell also suggests that in the process of mixed methodology research "The researcher bases the inquiry on the assumptions that collecting diverse types of data best provides an understanding of a research problem" (p.18).

This research design is grounded in a mixed method approach, using a transformative mixed methods procedure for this study with both quantitative and qualitative methods being used to acquire the data as described by Creswell. The intent was to combine both forms of data to broaden the perspectives and to

analyze them in ways that uncover connections where they exist and then to probe for deeper information. This is an ideal way to identify reflective action and indications of attitude changes and any transformative effects for those who have participated in the Instructional Skills Workshop. Because this is preliminary research into this topic, I believe that this type of research is most appropriate to begin to uncover the actual areas of impact of the ISW and to influence the focus of future studies. I have used the lenses of grounded theory (Glaser & Strauss, 1967; Strauss & Corbin; 1990) to pull together the myriad parts of this research into a more cohesive whole. Strauss and Corbin state that there are four primary requirements for judging a good grounded theory:

1) It should fit the phenomenon, provided it has been carefully derived from diverse data and is adherent to the common reality of the area;

2) It should provide understanding, and be understandable;

3) Because the data is comprehensive, it should provide generality, in that the theory includes extensive variation and is abstract enough to be applicable to a wide variety of contexts; and

4) It should provide control, in the sense of stating the conditions under which the theory applies and describing a reasonable basis for action.

Specifically, I looked at the data through these four lenses as I worked through the interview process and heard more about the impact of the ISW on the interviewees. I discovered a direct parallelism, with regard to all four aspects, between the experiences of the interviewees and the grounded theory process.

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The model presented in Figure 2 in Chapter 2 contains the four elements of fit, relevance, workability, and modifiability in how the ISW process and content unfolds.

Research Location and Participants

The research was conducted at Kwantlen Polytechnic University, with faculty members who have completed an ISW, and with faculty members who are ISW Facilitators. There was no requirement to participate, however, casual discussions indicated that there was a high interest in participating. Participants for this research were drawn from the total population of 134 faculty members at Kwantlen Polytechnic University who had participated in an ISW from June 2006 through August 2010. The choice of dates was based on the timing of The Centre for Academic Growth's official opening on June 1, 2006 and the time of approval from the SFU and Kwantlen Research Ethics Boards.

The following reference to preliminary steps is intended to locate the ISW contextually for the institution and to give some background on the views held in The Centre about the place and utility of the ISW as a process for teaching development.

Preliminary Steps

Before this research project began formally, I had conducted, with other members of the Kwantlen ISW facilitator team, interviews and discussions which were intended to assist new and experienced faculty to become excellent educators and supportive members of their institutional areas at Kwantlen. We participated in a series of visits and discussions with leaders and other members

of faculty development centres in BC. We listened to their views and practices of leadership, curriculum and organizational development in post-secondary education, and we discovered the individual nature and character of each centre. Our conclusion was that it is critical to take a situational and contextual approach to faculty support and scholarly development through analysis of the needs of faculty members for support and development in their departments at Kwantlen. Consequently, a Centre for Academic Growth has been opened at Kwantlen and new initiatives have been implemented to support the scholarship of teaching and learning.

Despite the uniqueness of each location that we visited, three key elements emerged through our interviews that appear to underpin the specific faculty development initiatives implemented at each site, and that were important background for this research.

1. Instructional Skill Workshops have been and continue to be a ubiquitous and valued foundational program in all of the institutions that we visited. Widely recognized as an exemplary forum for peer-based teaching development, the ISW is designed to strengthen instructors' skills through intensive, yet practical, exercises in learning-centred teaching. The implementation of ISWs varied across institutions and ranged from workshops being available to all faculty by choice, through to a requirement that an ISW be completed before any teaching was done at the institution.

2. A wide variety of faculty mentoring approaches have been being used in most institutions. The belief appears to be that faculty want and need the

opportunity to discuss with peers those matters pertaining to teaching and learning, and that students benefit directly from these discussions through faculty members' scholarly reflections on how they teach and their subsequent efforts to support student learning in more powerful ways. While the format varies, the practice occurs in most institutions.

3. Faculty Learning Communities and Communities of Practice are arising from the first two initiatives. Here groups of faculty members, ranging in size from two or three to larger groups in the 10 - 20 range are forming and undertaking scholarly projects. Here more and more faculty members are encouraged to take the scholarly teaching that they do in their classes and to publicize and share their awareness and findings in increasingly scholarly ways.

This inquiry into whether the ISW has a transformative effect on faculty members was undertaken to inform these practices at Kwantlen and other universities.

Research Process

To begin with, survey questions were developed to ask 134 participants about what motivations they had before they participated in an ISW and any changes that occurred after they had completed the ISW. This group was chosen to ensure coverage and included all of the Kwantlen faculty members who had taken an Instructional Skills Workshop at Kwantlen in the past five years.

The questions were developed through an iterative process. This included development of a model of the ISW (see Figure 2 in Chapter 2) along with comparison to Kirkpatrick's four levels of evaluation: reaction, learning, behaviour, and results (Kirkpatrick, 1994). I wished to allow the respondents to

give information on their experiences before and after the event and to describe their application of information as well as their reflection on the process I acknowledge the limitation of collecting data by self-reporting and that if only tells the story from the point of view of that person at the time of telling. Many authors assert that this type of data yields insights beyond the realm of 'objective' data gathering (Bogdan & Biklen, 1982; Foucault, 1983; Marshall & Rossman, 1992). This truth-telling by each teacher about their personal experience and journey into the teaching and learning enterprise was an opportunity for the respondents to engage in self-reflection and a personal honesty about themselves. Because the foundation of the ISW is reflection on the process of teaching and self-reflection on personal practice of teaching, this type of self-reporting is grounded in questions that have been asked of the participants during the ISW and is intended to have them recall experiences that they have thought about a number of times and then potentially applied in their current teaching practice.

The quantitative survey instrument was created, guided by Dillman's elements of tailored design (2007) and tailored to the faculty members being surveyed to better identify the backgrounds, beliefs, and actions of participants in relation to their experience before and after the ISW. This survey was framed using the Kirkpatrick model of evaluation to identify learning and behaviour change for participants after they have completed an ISW. The questions explored respondents' beliefs whether change had occurred or not and to identify to what extent they had experienced and applied changes to their teaching practices.

The questions were grouped under the main headings of:

- Pre Instructional Skills Workshop Questions

- Level One (Reaction) Questions

- Level Two (Learning) Questions

- Level Three (Behaviour) Questions

- Demographic Information

- Additional Comments

They followed a logical order from before the respondent had taken the ISW until the present time. Demographic data was collected after the main questions were completed and there was an opportunity to add other comments. (Full survey instrument is available in Appendix C.)

Follow up interviews were used to qualitatively delve deeper into the curricular applications of their teaching practices and how they are applied in their classrooms. These interviews used reflective narrative action research, informed by the concepts of transformative learning, critical pedagogy, and appreciative (strength-based) inquiry. I used these interviews in the context of the interviewees' experiences with and after the ISW and then applied data analysis to capture the themes that emerged.

The interview process included: an invitation to the interview; interviews at the time and place of the interviewee's choosing; checking in on the comfort of the interviewee; recording the interviews; providing a copy of the interview schedule before the beginning of the interview; and encouraging the interviewee to make other comments or observations that fit the questions and intent of the interview.

Describing a grounded theory approach, Marshall and Rossman (1992) explain that "the unique strengths of this paradigm for research is that it is exploratory or descriptive, assumes the value of context and setting, and searches for a deeper understanding of the participants' lived experiences" (p. 39). I looked for these values and understandings through the interview questions and process that I used. The intersubjective nature of the ISW guided me towards using ethnographic interviews to elicit "the cognitive structure guiding participants' worldview" and "participant meanings for events and behaviors" (ibid, pp.81-82) that enhanced the quantitative data acquired through the use of survey.

I believe that education environments evolve at the points of human interaction which are fueled by individual attitudes, beliefs, history, and contexts of both those teaching and those who are learning. I conducted research to see if there was a documentable change in the beliefs, intentions, and actions of the participants of ISWs as they relate to their teaching practice. This phenomenological aspect of qualitative research allowed me to "attempt to understand the meaning of events and interactions to ordinary people in particular situations" (Bogdan & Biklen, 1982, p.31) as it applied to faculty members who participated in the ISW. The inherent flexibility of qualitative research allowed for the identification of emergent themes and the ability to focus data collection to expand the depth of the information gathered. These interviews brought out the individual experience of the participants who were interviewed. They are "people in various situations in our own society" (Ibid, p.37) which, in this case, is the situation of being an instructor at Kwantlen Polytechnic

University who has completed an ISW and is embedded in a particular disciplinary Faculty.

The opportunity to work with multiple participants and to have their voices heard is an important part of action research and has its roots in a process initially described by Lewin (1948, p.202-3) that was dependent on the reflection and interaction of all of those involved in an active dialogue about an event and their interpretation of what happened. However, this research was my work alone with the interviewees being given opportunities to review the transcripts of their interviews for accuracy and then subsequently to review my analysis of the emerging themes, also for accuracy of my understanding of their intentions. I also had two other experienced ISW Trainers review my analysis of the interviews to provide validation that what I found was also found by others.

Instrument Design

This research project provided the opportunity to use questionnaires and interviews to explore whether the ISW elements and processes have a transformative effect on faculty members' teaching practices.

Quantitative and Qualitative

First, I used a web-based, cross-sectional, post survey, which focused on individual perceptions of a variety of motivation, learning, and results. This afforded me the snapshot of feedback and opinions about the process as described in the model of the ISW that I have developed in Chapter 2. This was intended to give a staged view-over-time of apparent supports for positive

change within and through the process of the ISW. While a single survey that asked for both retrospective and current information on personal teaching practice raises concerns about the respondents' distance in time from some of the events and their accuracy in self-reporting, the key information that I was looking for concerned their perceptions about their personal changes and the impact that this has had on themselves, their teaching practices, and their students' learning. To this end, I followed the survey with a series of interviews with some of the survey respondents with the intent of probing into their motivation, examples of their learning, and specific changes that they have made in their classroom teaching activities that relate to the ISW. These interviews provided a more in depth picture of the experiences and applications that have been made by the participants after the completion of the ISW. Open-ended questions were used in the interview protocol with the intention of achieving a thorough understanding of how the participants see their teaching practice, particularly through the lens of the ISW.

My analysis framed this information in the context of the changes that the participants have experienced. Through this research I identified elements that may indicate transformative change occurred for these participants. I then developed a grounded theory, emerging from the process as well as from the emergent conceptions that appeared to develop for the participants. As noted in Chapter 1, I came to this research with my background in ISW and as an ISW facilitator and trainer. I documented my research process and reflection through

this research as I dug deeper to see if I could uncover evidence of what I have observed anecdotally.

Research Steps

Ethical Considerations

My first step was to apply for approval from Research Ethic Board at Simon Fraser University, then from the REB at Kwantlen Polytechnic University. This approval was obtained from both groups before the research began.

Procedures

I developed the survey instrument outlined in this chapter and then pilot tested it with experienced ISW facilitators to ensure clarity. Once this was done, I prepared the survey instrument for online distribution using Fluid Surveys. (http://fluidsurveys.com/canada/), a Canadian based online survey platform that complies with the need for confidentiality. It is used by other Canadian universities for research survey purposes.

The sampling design was single-stage (Creswell, 2009, p.148), as I had access to all of the participants who had completed an ISW at Kwantlen Polytechnic University since 2006. I obtained a list of all of these ISW participants at Kwantlen since 2006 through the database kept at The Centre for Academic Growth. Each ISW graduate was sent an email explaining the survey and asking for their participation, including a link to the survey (see Appendix A). The first page of the survey contained the consent form. A random draw for small prizes

was offered to any respondent who sent an email to centre@kwantlen.ca after completing the survey.

I followed up after an initial time period of two weeks with those who had not sent notice that they had responded with a reminder about the survey and a second request to participate. The survey closed in November 2010, 28 days after it first opened. Once the survey was closed, I did a preliminary analysis and identified key results and areas for further queries. With this information, I further developed and pilot tested the interview protocol as outlined in this chapter.

The self-identified respondents were grouped into two categories – regularized faculty members and contract faculty – with five identified at random in each category. An email and follow-up phone call was made to each one requesting an interview. I continued this process until I had five in both categories. The consent form from the online survey was used and reviewed with all interviewees before the interviews and then each was given a copy and also received one electronically.

Meetings with each respondent were conducted in a location as preferred by the interviewee, usually in a faculty member's office or on-site meeting room at Kwantlen or at another site chosen by the interviewee. The first item at each meeting was to obtain written consent for the interview and recording. I then conducted an interview of no more than 45 to 60 minutes with each interviewee. Each interviewee was also given a copy of the interview protocol before we began and was encouraged to add to the questions if they so chose. I limited my

voice to asking the questions and occasionally prompting for more information as the interview proceeded.

The interviews were transcribed and prepared for analysis by changing all recognizable names and sending a copy of each participant's interview to them electronically as per our discussions and their agreement before the interview. They reviewed the transcripts and offered edits for clarity and any other information that they thought was pertinent.

All survey and interview data is being kept for a minimum of two years and a maximum of seven years in locked storage. It will be disposed of by shredding and by electronic deletion after that time.

Survey Topics

After faculty members had participated in an ISW, the survey was used to identify its impacts in the following areas:

- Satisfaction with the experience (Level 1)

- Changes in opinion and attitude related to teaching practice (Level 1)

- Increase in knowledge and skills of teaching (Level 2)

- Retention of knowledge and skills learned in the experience (Level 2)

- Changes in teaching practice (Level 3)

- Use of the information gained after the experience (Level 3)

- Participation in a faculty learning community, or collaboration with other ISW participants (Level 3)

- Specific examples of their learning and application to their teaching practices (Level 3)

Indications of Change

The intent of both the survey and the interviews was to look for changes that may have occurred for the participants following the experience in an ISW in the areas of:

- Developing their teaching skills and their confidence in teaching (Level 2)

- Regularly talking to people about teaching and learning issues (Level 2)

- Actively assisting the students that they work with to become more effective learners (Level 2)

- Serving as peer mentors for one or more other instructors in their institution (Level 3)

- Using the networks built through the ISW to find a service or resource they need (Level 3)

- Using the networks built through the ISW to help someone else find a service or resource they need (Level 3)

- Broadening their awareness of issues of importance to teaching and learning in their discipline (Level 3)

- Broadening their awareness of issues of importance to teaching and learning in other disciplines (Level 3)

- Using new or improved teaching practices that had a positive impact on their own classes (Level 4)

- Using new or improved teaching practices that had a positive impact on their Faculty / School (Level 4)

All of these might be seen as markers of change by the individuals. This research has touched on all of these areas and identified indicators that each is significant for some participants. Level 4 comments that were recorded are not supported by external evidence and I consider them indicative but not substantive.

Evaluation Framework for the ISW

As noted earlier, this study utilizes the Kirkpatrick Framework for both design and analysis. Kirkpatrick's original model (1959a) encompasses four levels of evaluation: reaction, learning, behaviour, and results. In this project I used both survey and interviews to identify changes that occurred after the participants had completed the ISW and analyzed the changes in their conceptualization of teaching and applications to their teaching practice. The final level, Societal Impact or Return On Investment (ROI) was added later to Kirkpatrick's original 4 steps by Kaufman, et al. (1994) and Phillips (1996). Within the scope of this research, I was not able to extend into this last category. This evaluation framework in Figure 3 is based on Kirkpatrick's work.

Figure 3. Components and Levels of Evaluation for the ISW

Evaluation Component	Level 1 – Reaction	Level 2 – Learning	Level 3 - Behaviour	Level 4 – Results
Formative Feedback - during ISW	✓	✓		
Summative Evaluation - Questionnaire - end of ISW	✓	✓	✓	
Questionnaire/Survey - 3 months (and beyond) post ISW	✓	✓	✓	✓
Questionnaire/Interview - 2 years (and beyond) post ISW		✓	✓	✓

Formative feedback was provided within the ISW through a variety of verbal and written feedback methods. This information is fed back into the workshop on a day to day basis (and sometimes hour to hour) to meet the expressed needs of the specific group of participants in that group and can been seen in the arrowed lines on the ISW course model in Chapter 2. Due to ethical constraints this data is not included in the research for this study as it was gathers before the permissions received by the Research Ethics Boards and was intended to improve the course rather than to be reported on. It was referred to by the interviewees as being an important element of their experience with the ISW.

Summative feedback about the workshop was also done at the end of each ISW with a written form and an invitation to share with other participants and the facilitators anything they wish about the workshop. This feedback was also formative for the purposes of improving the next workshop. For the same reason, this instrument is not part of this particular research project.

This research is concerned with the Questionnaire/Survey – post ISW and the Questionnaire/Interview – post ISW.

Level 4 – Results – The impact on students was approached from the limited viewpoint of the teachers and their observations of how the behavioural changes that they had made were having an effect on their learners in their classrooms. This cannot be taken as a positive proof but does indicate areas for further research.

Level 5 – Societal Impact – was not specifically researched in this project, but could be approached using questionnaires and interviews one to two years after the ISW has been taken. Both Level 4 and 5 have rich possibilities for further research study.

Instruments Used

During the ISW

Formative feedback questions on aspects of the ISW were used to gather data in an ongoing process that looks to participant satisfaction and quality improvement. Various just-in-time instruments are used to explore the following areas:

- Organization and logistics;
- Information that helped in preparation for lessons;
- Overall content;
- Resources;
- Refreshments and workshop space;

- Participant support.

All participants in this study participated in formative feedback processes during their ISW experience. All participants in this study participated in the formative feedback process although the results of this process are not covered by institutional Ethics Board approval and are therefore not included in this study. See Appendix B for sample forms.

Summative Evaluation Questions (After the ISW)

Level One Questions

This information was collected during and after every ISW as part of the quality assurance process. All of this information was compiled with no individual information attached that would identify the participant. All names or identifying features are removed from the information and only group results are reported. The following questions were used:

Please identify two aspects of the ISW with which you are most satisfied, and tell us why you are satisfied.

Please identify two aspects of the ISW which you would most like to see changed, and tell us how.

All participants in this study participated in the summative feedback process although the results of this process are not covered by institutional Ethics Board approval and are therefore not included in this study.

Online Survey Questions

This survey used a five-point Likert scale from Strongly Disagree to Strongly Agree. The questions were based on the Survey topics already delineated.

See the full text of the survey in Appendix C

Interview Protocol

See the full text of the interview protocol in Appendix D

Data Analysis

Both quantitative and qualitative analysis was undertaken on the information acquired with this project. As this was a mixed methods project, the results of the first phase, the online survey, give an overview of the perceived impact of the ISW on the respondents, what they learned, and what use they had made of this learning in their teaching practice. This also allowed for a review of the second stage interview protocol and questions. The data from the second stage provided information and themes that expanded my understanding of the initial survey data.

Quantitative Analysis

With the survey questionnaire data I did a preliminary analysis inside the Fluid Surveys software for general frequencies, percentages and text responses. I then exported the raw data from Fluid Survey to Excel and then to SPSS 18 to further analyze it, looking at some or all of: averages, frequencies, cumulative distributions, percentages, variance and standard deviations, associations and

correlations. Cross tabulation was done by looking at the results of selected

questions in relation to other questions to identify any interdependent relationship

between them. Further analysis was conducted to see if there were any

significant correlations that could be identified. Descriptive statistics were used to

describe a significant relationship between bivariate or multivariate data. This

analysis was intended to discover whether or not there is any perceived change

after taking an ISW.

Qualitative Analysis

The analysis was carried out by examining the answers subjects provided to the

research questions and presenting as accurately as possible, their view and

understanding of their teaching practices after taking the ISW. I compared this

material with my research journal notes and developed coding schema that

identified themes and issues that emerged. Following a grounded theory

approach, I used a "systematic set of procedures to develop an inductively

derived grounded theory". This included carefully listening to the interviews,

making notes on areas of voice intensity. I then read and re-read the

transcriptions, looking for repeated words and phrases. These keywords and

phrases became the basis for the recurrent themes and issues that I have

chosen to highlight. I coded the interview material as to key words and phrases,

and, after detailed examination, identified common and uncommon themes

running through the interview data.

Emerging themes and issues that were not initially anticipated through the questions were grouped and followed as my analysis progressed. This involved "working with the data, organizing it, breaking it into manageable units, synthesizing it, searching for patterns, discovering what is important and what is to be learned, and deciding what (I) will tell others" (Bogdan & Biklen, 1982, p. 145). Further nuances of the original research goal – to determine if the ISW was a transformative experience for participants – emerged from the grounded theory developed from the research results.

I believe that I have built "theory that is faithful to and illuminates the area under study" (Strauss & Corbin, 1990, p.24), that is, the experiences of the instructors as they reflect on their teaching practices. I observe that the interviews revealed new areas and unanticipated information and I have expanded on these items and linked them to the themes that were initially identified and anticipated through the interview protocol. As the iterative process of the analysis progressed the theory has become more grounded and focused and I have grouped the data into concepts and then elaborated on the linkages among these concepts.

Credibility and Validity of this Study

By using a consistent procedure across all of the interviews, I have attempted to make this study as creditable as possible. The materials and stories gathered from the interviewees has been checked and double checked with them, both individually over the initial transcriptions of the interviews and later when themes were identified, to ensure that what they intended to say was correctly

represented. The strategies that I have used to improve validity include comparing the data from the survey with the information obtained in the interviews, paying particular attention to where they differed and to where they were supportive. The various perspectives obtained from the interviews supported the validity of the survey results. All interviewees have had several chances to review the materials and first to change and / or add to their answers. Except for a couple of typing errors, all found that the transcripts represented what they intended to say. They were then invited to review the themes, quotes chosen, and my analysis before this material was added to Chapter 4. Their agreement and verification leads me to believe that I have allowed their voice to be heard in ways that accurately represent their experiences.

In Chapter 1, I have attempted to clearly identify and elaborate on my personal biases in approaching this study prior to undertaking this research. As a facilitator of ISW I am seen as being a workshop leader. Much of my job as facilitator in that process is to ensure that the voices, needs, and experiences of the participants are given ongoing opportunities to be heard, met, and enriched during the workshop process. That said, my prolonged time as a facilitator of the ISW and my personal ongoing and reflexive practice as an instructor at the post-secondary level have given me insight into both the process of the ISW and the breadth of the field in which these instructors and I work. Although all of the participants either previously worked or currently work at Kwantlen, as I do, it is a large and varied institution and there is very little opportunity for us to specifically connect outside of the scope of this research. As we are all faculty members,

none of us supervise any of the others nor do we co-teach with eachother as this is not an option within the Kwantlen framework, except in unusual circumstances. My voice is part of the mix, but, due to my position with the process, it must be at a lower volume and, without disappearing, become deferential to the background and information that participants bring with them. During the Interviews for this study, I drew on those facilitation skills to maintain a position of being an intensely interested listener who truly wanted to hear about their experience and by keeping my voice mostly silent while encouraging the interviewees to share their information about their experiences.

Being aware of the possibility of bias from common method variance, which can "occur when the measurement technique introduces systematic variance into the measure" (Doty & Glick, 1998, p.374), I attempted to limit the effect by using both quantitative and qualitative methods – "the use of visual (questionnaire) or oral (interview) data collection procedures" (Doty & Glick, 1998, p.380) and by having the follow up interviews taking place two months after the initial online survey. In the analysis I have worked to reduce distance bias as well through being personally familiar with the construct and using data supplied by respondents who are familiar with it as well.

I have cross-examined my results by comparing the multiple sources of data, from the survey, open comments, and the interviews (including ensuring that participants' meanings were understood and represented), ensuring that every theme that I have uncovered is supported by two or more specific experiences and examples. This is intended to be a form of triangulation between the

research methods, in which the alignment of two or more points, work together to increase the creditability and validation to the findings. In this way I have looked for support for the themes that I have seen as most prominent and have attempted to give a more detailed and nuanced picture of the experiences of the instructors. This follows the advice of Bogdan and Biklen (2006).

I also drew on the expertise of two other experienced ISW Trainer/Directors and members of the ISW International Advisory Committee as raters of the data to further reliability – one is a IAF Certified Professional Facilitator, Manager, Facilitation & Process Design, Centre for Teaching, Learning & Technology, University of British Columbia and the other is a Senior Lecturer (Ph.D.), Psychology, Simon Fraser University. They were given transcripts of the interviews and a copy of my coded interpretation and asked to review the analysis that I had done of my qualitative interviews and comment on the coding and themes that I had chosen.

Using the concepts of grounded theory, I paid careful attention to the aspects:

- Fit – This is where I collected the examples given, into themes that named the ideas being represented.
- Relevance – Here, I listened carefully to the ideas that were most important to the interviewees. While I believe that they are also important to the conceived intent of this research, I was careful not to try and read more into the comments than was there.

- Workability – The theory of transformative learning is illustrated by the lived experiences of the interviewees and their reflective comments on how this has played out in various and complex ways.

- Modifiability – The apparent complexity and mutability of each person's experience speaks to the modifiability of this theory in practice.

The final analysis brings both the quantitative and qualitative data together. The survey provided a larger sample and the interviews inform these results. The final product is a grounded overview of ways in which the ISW is and is not a transformative learning process for the participants.

CHAPTER 4: FINDINGS AND ANALYSIS

This chapter highlights the backgrounds of the respondents, the findings, and clusters the data into categories and themes for analysis. I have summarized and condensed the data collected and then analyzed it in relation to my general hypothesis that the Instructional Skills Workshop (ISW) is a transformative educational process that provides participants with the opportunity to experiment in a safe environment with new (to them) pedagogical methods, and receive useful feedback from peers. My further intentions included:

1. Developing a conceptual model of the ISW process that identifies frameworks, activities, and internal processes that may promote and support transformative learning by faculty members around their teaching practice.

2. Examining the experiences of faculty members at one institution with the ISW, and its impact on their teaching philosophy and actions in the learning environment and to identify themes and elements of transformative change that are influenced by the ISW.

Using Kaufman and Mann's (2007) earlier definition of transformative learning: "the social process of constructing and internalizing a new or revised interpretation of the meaning of one's experience as a guide to action" (p. 13) as a lens, I have examined survey data and listened to, through an interview

process, ISW participants' narratives of their experiences before and after taking the ISW. My intent was to identify participants' changes in regards to their teaching practice in the areas of beliefs, intentions, and actions.

Online Survey Data

The online survey that was used focused on instructors' perceptions of a variety of aspects of teaching, learning, and self-reflection. This was to discover their views-over-time of supports for and results of positive change within and through the experience of the ISW.

Invitations were sent to the 134 faculty members inviting them to take part in the online survey which was open for four weeks in late October and early November 2010. This gathered a total of 31 completed responses for a 25.4% response rate. This response rate for an online survey falls within the ranges for similar types of surveys using similar procedures (Cook, Heath, & Thompson, 2000; Bosnjak, 2001; Sheehan, 2001; Braun Hamilton, 2009). The survey was open during a time of the school year that has been identified by faculty members as being particularly busy, and while a different timing might have afforded more responses that will have to be tested in follow up research.

The analysis is intended to discover whether or not the findings indicate any significant perceived changes in teaching, learning, and/or self-reflection after taking an ISW. With the survey questionnaire data I did a preliminary analysis inside the Fluid Surveys software for general frequencies, percentages and text responses. I then exported the raw data from Fluid Survey to Excel and then to IBM SPSS Statistics (PASW) 18 to further analyze it.

Descriptive statistics were used to explore the overall scope of the results and any relationships within the data. Spearman's rho was used to identify correlations for this data. While chi-square is best for two categorical variables where each has relatively few levels there were five in the Likert scale. "Although it's possible to use this [chi-square] type of statistic with larger numbers of categories, you need reasonably large expected cell frequencies in order to do the analysis with some degree of mathematical integrity; thus, sample size requirements rapidly become prohibitive as the size of the contingency table increases" (Palys, 2003, p.360). In addition, the way SPSS presents correlation tables using Spearman makes it easier to see at a glance where the significant correlations are among a group of variables. Further analysis using cross tabulation was done of selected questions to achieve more detailed understanding.

Organization of the Survey Data Collected

The survey was broken into five parts:

1. Prior to the Instructional Skills Workshop

2. Level Two (Learning) Questions

3. Level Three (Behaviour) Questions

4. Demographic Information

5. Additional Comments

The data was graphed to show distribution of the answers. All of the responses, demographic information, and comments can be found in Appendix E.

Survey Respondents

All of the invited survey participants were faculty members of Kwantlen
Polytechnic University who had completed an ISW through Kwantlen's Centre for
Academic Growth sometime during 2006 – 2010. A total of 19 females and 12
males responded to the survey during the three weeks that it was available. This
is the approximate gender breakdown of the ISW participants who were invited to
complete the survey – female 61% / male 39 %. The respondents come from a
wide variety of backgrounds and disciplines and teach in various Faculty
groupings at Kwantlen Polytechnic University. The breakdown of 30 identified
areas of expertise is:

- Community and Health Studies - 7

- Social sciences - 2 (Criminology, Psychology)

- Humanities – 3 (Academic and Career Advancement, Arts)

- Design - 5

- Science and Horticulture -2

- Business - 8

- Trades and Technology - 3

Their ages range from in their thirties to over sixty years of age. There was also a
wide range of time teaching in Post-Secondary education so this sample was
diverse in their background and history (see Table 1).

Table 1: Length of time teaching in Post-Secondary education.

I have been teaching in Post-Secondary education:

Response	Chart	Percentage	Count
Less than one year		6%	2
one to five years		29%	9
six to ten years		32%	10
more than ten years		32%	10
	Total Responses		31

While the number of respondents is low, their demographic characteristics are diverse on many parameters. Due to the size of the sample it is difficult to have confidence in the generalizability of the data, but this diversity implies a potential for differences that will have implications for further study. In this case I am analyzing this data with the understanding that it can shed light on possibilities but that it is a small snapshot that still supports the following interviews.

Part One - Pre Instructional Skills Workshop

This section asked the respondents to consider the time before they took the ISW and to indicate what they were thinking about and doing in their teaching practice before exposure to this intervention. While this is not truly a pre-survey section, it does give some indication of what they believed that they were thinking before the workshop and an indicator of what some of their motivations might have been.

Due to the length of time since their ISW experience, this survey did not attempt to implement a pre- and post-testing procedure. Asking people to go back that many years would not have been defensible or reliable enough to meet the focus of this survey. The section headed Part One – Prior to the Instructional Skills

Workshop did address their motivations and was used to identify the characteristics of the sample and the degree to which they were motivated to participate which informed the force field analysis. Part One – Prior to the Instructional Skills Workshop was also not intended to find out whether they liked the experience (reaction). These statements were intended to identify to what degree there were personal driving forces that brought them to the ISW and to further clarify who these people were and where they started in regards to their beliefs and actions on the topic of teaching.

The statements that the respondents were asked to rate about their learning and behaviours after the ISW course were not appropriate as pre-test as they are all about change. What the Part One section did show was that this particular group of 31 respondents was already highly motivated to improve their teaching and appeared to be using a variety of methods that are advocated in the ISW content and process.

The responses seem to point to teachers who were aware of how they were teaching and how their students were learning. In Table 2, below, the highest responses are highlighted.

Table 2: Before taking the Instructional Skills Workshop (N=31 except as noted)

Prior to the ISW	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. I was satisfied with my teaching and not considering changing my teaching.	16%	32%	27%	19%	6%
2. Students could adapt well to my way of teaching.	3%	10%	23%	58%	6%
3. I wondered if I could teach differently.	10%	0%	3%	45%	42%
4. I considered how I could improve my teaching to help my students learn.	6%	0%	4%	45%	45%
5. I was referring to educational theory in my teaching.	3%	26%	13%	42%	16%
6. I attended workshops related to teaching improvement.	16%	16%	0	52%	16%
7. I discussed teaching ideas with colleagues and was interested in their experiences.[1]	3%	7%	0%	50%	40%
8. I used a wide range of teaching techniques that engaged students in their own learning.	0%	27%	13%	47%	13%
9. I used active and interactive teaching strategies in the classroom.[1]	0%	10%	6%	71%	13%
10. I searched for new and different teaching strategies to use in my teaching practice.	3%	6%	7%	65%	19%
11. I continuously assessed the effectiveness of my teaching practice.	3%	16%	26%	45%	10%

[1] 30 respondents answered this item

These statements, as ranked by the respondents, show that the majority of the

participants came to the ISW with extremely positive perceptions of learning

centred approaches that the ISW helped them to operationalize and change their

teaching practise. Despite the high motivation and their use of learning centred

teaching practices almost half (48%) responded disagree or strongly disagree to

Question 1: "I was satisfied with my teaching and not considering changing my teaching."

Overall this section of the survey indicated that prior to the ISW 48% of the respondents were not satisfied with their teaching and considering changing while only 25% were satisfied and 26% were undecided. The great majority of them (87%) wondered if they could teach differently and 90% indicated that they had considered how they could improve their teaching to help their students learn. Most (90%) had discussed teaching ideas with colleagues and were interested in their experiences.

A total of 85% used active and interactive teaching strategies in the classroom. All the same, 84% were searching for new and different teaching strategies to use in their teaching practice.

The online survey data in this section pointed to what the ISW participants were thinking before they took the workshop. While the majority of respondents were thoughtful about their teaching, seeing their students adapt to that teaching, using a wide range of teaching techniques, and referring to educational theory, the majority were still wondering if they could teach differently and improve their students' learning. It seems evident that the respondents came into the ISW aware of their teaching and many of them were not satisfied.

Although they reported that students could adapt to their teaching (Q2) in the majority of cases and the respondents were active in learning more about teaching, the fact that they came into the ISW implies that they were looking for

more. Did they want to improve their teaching practice? Were they looking for change? As part of my mixed methodology I used an interview process to probe into these questions and identify driving or restraining forces that may have existed for each of the interviewees. This provided data and allowed me to uncover these forces along with any themes of transformative change.

Part Two - Level Two (Learning) Questions

This set of questions was intended to measure changes in knowledge, skills, and/or attitudes that constitute learning in the Kirkpatrick model and which correspond to the intended outcomes of the ISW (Define objectives for personal learning in the workshop; Write a series of practical lesson plans; Give three participatory, learner-centred 10-minute lessons; Receive feedback about lessons from the other participants and through reviewing video recordings of the lessons; Participate as an active learner in mini-lessons presented by other workshop participants; Give useful feedback to other participants about their lessons; Plan strategies for a variety of teaching for learning educational situations). Excluded from this level of evaluation is the application of the learning on-the-job. Table 3 gives an overview of the responses in this section of the survey.

Table 3: Awareness and Learning after taking the Instructional Skills Workshop (N=31 except as noted)

After the ISW	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
12. I am more conscious of my teaching practices.	0%	0%	3%	45%	52%
13. I have identified a variety of different approaches to teaching.	0%	0%	10%	48%	42%
14. I have a better understanding of the diversity of students in my classes.	3%	6%	13%	52%	26%
15. I have become more comfortable in my teaching approach.	3%	3%	19%	45%	29%
16. I have a better understanding of the diversity of classroom issues.	3%	6%	16%	48%	26%
17. I have an increased appreciation of the complexity of learning environments.[3]	3%	7%	7%	43%	40%
18. I have an increased awareness of how teaching practices change according to the academic discipline.	6%	6%	10%	48%	29%

[3] 30 respondents answered this item.

Only one respondent was undecided as to whether they were more conscious of their teaching practices. The rest either agreed (45%) or strongly agreed (52%) with this statement. The majority (90%) also agreed or strongly agreed that they had identified a variety of different approaches to teaching. It is interesting to note that in the open comments section one respondent wrote, "I have answered some questions negatively because I was doing those things prior to the workshop. Not because the workshops didn't help." This may be a response to this and several other questions.

In the understanding of the diversity of students in their classes, most felt they had a better understanding (Agree 52%, Strongly Agree 26%) with 13 %

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undecided and 9% disagreed. The numbers were almost exactly the same to the question of their understanding of the diversity of classroom issues, with only one more person choosing undecided and one less choosing Agree.

The final three questions in this section again saw the majority of responses in the Agree and Strongly Agree category. The comfort in teaching approach has increased for 74% with 19% undecided and only 6% who disagree. 83% say that their appreciation of the complexity of learning environments has increased. Finally, awareness of how teaching practices change according to academic disciplines was agreed to by 48% and 29% strongly agreed with the remaining percentage distributed across undecided (10%), and Disagree and Strongly Disagree having 6% each.

In general, the answers seem to indicate that the majority of the respondents had some increasing awareness along with changes in knowledge, skills, and attitudes around teaching and learning after taking the ISW.

In looking for correlations, there were some of note between the first section reflections on before the ISW and the second section on learning after the ISW as noted in Table 4.

Table 4: Correlations found between Section One and Section Two (N=31 except as noted)

Spearman's rho		7. I discussed teaching ideas with colleagues and was interested in their experiences	10. I searched for new and different teaching strategies
12. I am more conscious of my teaching practices	Correlation Coefficient	.499[**]	.358[*]
	Sig. (2-tailed)	.005	.048
	N	30[4]	31
13. I have identified a variety of different approaches to teaching	Correlation Coefficient	.549[**]	.506[**]
	Sig. (2-tailed)	.002	.004
	N	30[4]	31
16. I have a better understanding of the diversity of classroom issues	Correlation Coefficient	.511[**]	.284
	Sig. (2-tailed)	.004	.121
	N	30[4]	31
17. I have an increased appreciation of the complexity of learning environments	Correlation Coefficient	.490[**]	.310
	Sig. (2-tailed)	.007	.095
	N	29[5]	30[2]

**. Correlation is significant at the 0.01 level (2-tailed).

[4] 30 respondents answered this item.
[5] 29 respondents answered this item.

Because of the exploratory nature of correlational analysis, and the dangers in making causal inferences, I present the result of this analysis cautiously. This is done by using a statistical significance level of p=.01 (instead of the conventional p = .05) and being careful not to suggest causality in the results. One consistent result was that item 7 which asked about formative discussions correlated highly (p=.01) with items 12, 13, 16, 17 which were about personal perceptions of teaching and learning. This could be interpreted in two ways: 1) participants who tend to discuss ideas with colleagues before the ISW may benefit more highly from the course, or 2) participants who benefit most highly from the ISW are

people who already tended to discuss ideas with others. There were significant correlations between discussing ideas with colleagues and increased consciousness of teaching practices (r = .499, p = .005); identifying a variety of approaches to teaching (r = .549, p = .002); understanding of diversity of classroom issues (r = .511, p = .004); and of the complexity of learning environments (r = .490, p = .007). Respondents who tended to discuss ideas with colleagues before taking the ISW tended to rate the other questions more highly. There was also a high correlation between searching for new and different teaching strategies before the ISW with then identifying a variety of different approaches to teaching after the ISW (r = .506, p = .004). The comparative analysis using cross tabulation reinforces these associations.

Part Three - Level Three (Behaviour) Questions

This level sought to identify whether changes in behavior had occurred as a result of the program. The question stem was "As a result of participating in the Instructional Skills Workshop:"

"I have become more skilled at working with groups" elicited 75% saying they agreed or strongly agreed with 23% undecided. The respondents agreed and strongly agreed that they have implemented more teaching strategies with only 10% undecided.

When it came to classroom behaviours, the majority indicated that they had increased their abilities to inspire enthusiasm (74%), engage students in learning (77%) and help them to become better learners (87%).

They have also talked to others about teaching issues (84%) and increased their interaction and communication with other instructors at Kwantlen (68%). Slightly less than half of them (49%) have used networks built through the ISW to help others (see Table 5).

Table 5: Change in Teaching Behaviours after taking the Instructional Skills Workshop (N = 31)

Now in my Classes	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
19. I have become more skilled at working with groups.	3%	0%	23%	52%	23%
20. I have implemented more teaching strategies.	0%	0%	10%	45%	45%
21. I am better able to "inspire enthusiasm" about my subject through my teaching.	3%	3%	19%	48%	26%
22. I am more skilled in engaging students in learning in my classes.	3%	3%	16%	48%	29%
23. I regularly talk to people about teaching issues.	0%	6%	10%	58%	26%
24. I actively assist the students I work with to become more effective learners.	0%	6%	6%	52%	35%
25. I have increased my interaction and communication with other instructors in my institution.	0%	19%	13%	45%	23%
26. I have used the networks built through the Instructional Skills Workshop to help someone else find a service or resource they need.	3%	23%	26%	39%	10%

In this section there is a majority of respondents who indicated that, in general, their learning and actions were directly influenced by the ISW.

Using Spearman's rho, (Table 6) there are significant correlations between Q10 "searching for new teaching strategies" with all of the questions in Section Three. At the strongest we see that they have now Q20 "implemented new strategies in their classes" (r = .528, p = .002); Q23 regularly talk to people about teaching (r = .512, p = .003); Q25 "increased interactions with other instructors" (r = .596, p = .000); and Q26 "used the networks built through the workshop" (r = .487, p - .005). Also significant at p < .05 are responses correlated to Q10: "become more skilled at working with groups" (r = .378, p = .036); Q21 "inspire enthusiasm about my subject through my teaching" (r = .435, p = .014); Q22 "engaging students in learning in my classes" (r = .362, p = .046); Q24 "assist students to become more effective learners" (r = .423, p = .018). This indicated that the motivation to find new strategies was related to the learning level and out into the behaviour level to become a part of the teaching practice of these respondents. Q7 also shows correlations with most of the items in the Level three behavioural section and may reinforce the tendency noted in section two that those who tend to discuss ideas might benefit more and those who benefit may be those who already tend to discuss teaching ideas.

Table 6: Correlation with Learning, and Change in Teaching Behaviours after taking the Instructional Skills Workshop (N=31 except as noted)

Spearman's rho		7. I discussed teaching ideas with colleagues and was interested in their experiences	10. I searched for new and different teaching strategies to use in my teaching practice
20. I have implemented more teaching strategies	Correlation Coefficient	.210	.528[**]
	Sig. (2-tailed)	.265	.002
	N	30[6]	31
21. I am better able to "inspire enthusiasm" about my subject through my teaching	Correlation Coefficient	.492[**]	.435[*]
	Sig. (2-tailed)	.006	.014
	N	30[6]	31
23. I regularly talk to people about teaching issues	Correlation Coefficient	.465[**]	.512[**]
	Sig. (2-tailed)	.010	.003
	N	30[6]	31
24. I actively assist the students I work with to become more effective learners	Correlation Coefficient	.563[**]	.423[*]
	Sig. (2-tailed)	.001	.018
	N	30[6]	31
25. I have increased my interaction and communication with other instructors in my institution	Correlation Coefficient	.256	.596[**]
	Sig. (2-tailed)	.172	.000
	N	30[6]	31
26. I have used the networks built through the Instructional Skills Workshop to help someone else find a service or resource they need	Correlation Coefficient	.307	.487[**]
	Sig. (2-tailed)	.099	.005
	N	30[6]	31

[**]. Correlation is significant at the 0.01 level (2-tailed).
[6] 30 respondents answered this item.

The main areas that I comment on are those statements where respondents indicated behavioural change. There was correlation with those who identified cognitive learning that had resulted from their participation in the ISW also identified teaching behaviours that they had implemented.

Q23 "regularly talking to people about teaching issues" had strong correlation with Q7 "discussed teaching ideas with colleagues and was interested in their

experiences" (r = .465, p = .010); as did Q24 "I assist the students to become more effective learners" (r = .500, p = .001). Inspiring enthusiasm is also positively correlated with discussing ideas with colleagues (r = .492, p =.006).

In general, there is a strong connection between the respondents searching for new teaching strategies (Q10) in the workshop and their putting them into practice in the classroom (Q20, 21, 24). They had a higher likelihood of reporting changes to their behaviour and respondents who discussed ideas with colleagues were more likely to rate the other questions more highly.

Overall

The intention of the ISW participants before they took the workshop seems to have strongly influenced and reinforced their learning and teaching behaviours afterward. The associations and correlations show significant changes for the participants. Identified learning from the ISW also indicated the likelihood that the participants will use the techniques in their classes and that they will feel that they have improved their understandings and ability to engage their students.

There are limitations to this analysis as it appears to show that the ISW can be a transformational learning experience. However, these respondents have indicated that they were highly motivated before participating in the ISW and already using the types of methods promoted by the ISW. Further research is needed with more respondents and specifically research that is done with participants where the motivation is not as high to identify change that might or might now occur in other situations.

Additional Comments from the Survey

There was insight to be gained by looking at the following statements which were given by the respondents in the section "Other Comments":

- This ISW has come early in my instructional educational journey. My biggest take-away is to teach a complete lesson.

- I feel that this is one of the best vehicles to translate our industry expertise into teaching adults. Without this type of opportunity, I would not have been able to improve my teaching practices.

- I recommended ISW to all faculty before I took it myself. One day I decided it was for me and my teaching has changed for the better. I wish all faculty would take it but we tend to think we are doing okay until we face what is actually possible. I cannot remember the date I took the first session but I have participated in at least five since then. Several faculty did repeat sessions.

- I have answered some questions negatively because I was doing those things prior to the workshop. Not because the workshops didn't help.

- I learned some novel useful things related to teaching and classroom interaction.

- The ISW confirmed to me the importance of educational research; it was a great place to learn and explore with the help of the facilitators.

- The ISW was a very valuable resource, especially for new faculty.

- The ISW was extremely helpful, and raised questions for me that I still ponder.

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- The ISW workshop provided me with a much needed and safe opportunity to explore and expand my teaching skills. Without ISW, despite my very deep and current content knowledge, I would lack reflection and commitment to developing my skills as an instructor. I will participate again when it fits my schedule, and encourage my colleagues to do so as well.

- I think the ISW should be a requirement for all new faculty.

- Was wonderful to connect to other faculty and feel I had a companion along the way.

- I find I still use the ISW packet when teaching a thorny problem especially

- The learning never stops

- This is a great program!

While, in most cases, these are very short statements, they do give indication of the respondents having a positive experience with the ISW and a general indication of transformative learning in that the individual has thought about their teaching practice and changed as a result. Even in the one case where it is noted by the respondent that some questions were answered in the negative, this person still felt that the workshop was helpful. The overriding theme was one of change and ongoing learning. Further, there are mentions that the Instructional Skill Workshop was seen as being helpful, providing both the opportunity to explore and useful tools for teaching. The chance for reflection and connection with other faculty members also appear to have been positive outcomes.

All of these punctuate the survey responses and are underscored by the results of the statistical analysis. The follow up interviews expand and elaborate on these points.

Interview Data

Qualitative Process and Analysis

For my follow up interviews I sent an invitation to those respondents who had indicated that they would be willing to be interviewed in some depth about their experiences with the ISW. Ten of them responded and agreed to be interviewed and each person was interviewed in a location and at a time of their choosing. They were asked to sign the Informed Consent form and given a copy of the form for their records. They were then asked if it would be permissible to audio record the interviews. The Interview Protocol (Appendix D) was shared with them and time given for thoughtful responses. The interviewees were interested in talking about their experiences and how they had reflected on and used them in their teaching practice.

I interviewed all ten instructors and recorded each interview. The interviews were then transcribed and shared back with each person to ensure that they had a chance to clarify, add, or edit what they wanted to say. I reviewed both the recordings and transcripts numerous times so that the nuances of content and feeling became more apparent and gave rise to the themes that I have drawn from them. I was specifically looking for any transformation in the values and understandings of the participants around and through their experiences in the ISW. Their construction of meaning from their experience was evident in the

thoughtful and often passionate responses to the interview questions. As I

discuss the themes that emerged, it is to be noted that the interviewees' personal

beliefs and actions are given a prominent voice. Some spent a few moments and

some spent longer in reflection before answering the questions, and all were very

strong and clear with no faltering as they explained their experience and how it

had affected their teaching practice.

The interviews were transcribed and then carefully compared to discover

connected ideas and identify emerging themes. I then coded the themes into

categories using a combination of predetermined and emerging categories. After

detailed examination of the interview data, the main themes that emerged

corresponded with the original question headings with varied experiences being

grouped into sub themes within these headings.

Backgrounds of Interviewees

The interviews represented a subset of those who completed the online survey.

All names have been changed to pseudonyms. Of the ten interviews, six were

with women and 4 with men (which represented the same breakdown as the

survey respondents). Their backgrounds ranged from new instructors to those

with twenty or more years of teaching experience. Some were new to Kwantlen

and some had spent a long time there. Table 7 gives a general overview of the

interviewees in relation to their teaching, Faculty, and experience as teachers:

Table 7: Interviewee backgrounds

Pseudonym	Gender	Level of experience	Faculty	Other
Adrian	male	experienced	Social Sciences	new to Kwantlen
Anne	female	experienced	Health Studies	
Douglas	male	some experience	Business	new to Kwantlen
Gordon	male	new instructor	Business	
Joan	female	experienced	Health Studies	
Pam	female	some experience	Design	new to Kwantlen
Richard	male	experienced	Business	
Sherry	female	new instructor	Health Studies	
Sylvia	female	some experience	Design	new to Kwantlen
Trevor	male	experienced	Humanities	

Survey data indicate that the respondents were already thinking about and
looking at their own teaching before they came to the ISW. I interpret this to
mean, in their own estimation, they had reached the Unfreeze stage of Lewin's
model of change. Below, I have drawn and describe themes from the interviews.

Motivation

In this section I look at the *driving forces* that have brought the participants into
the ISW and any *restraining forces* that they may have encountered. It is
probable that the restraining forces are not clearly identified, since the
respondents are all past participants in the ISW. It should be noted that more
than 98% of those at Kwantlen Polytechnic University who start an ISW finish it.
Those interviewed had obviously felt a greater number and intensity of driving
forces than restraining forces. One of the surprising items was that some of the
instructors felt that their teaching was satisfactory but, still, were not sure if there

was more that they could be doing to improve their teaching, and this was an

unanticipated driver.

Q: "What was your motivation for taking an Instructional Skills Workshop?"

This was the first question in each interview and every one of the participants

had very explicit reasons for taking the ISW. People came to the ISW for a

variety of reasons, but overall, their own personal interest in becoming better at

teaching and more engaging to their students seemed to be the strongest

motivator. There is a similarity here with the survey results that saw the majority

of them (87%) answering affirmative about wondering if they could teach

differently. Through the interviews it became apparent that extrinsic driving forces

towards participation in the workshop included strong recommendations from

deans and colleagues to new instructors. Student reactions were also taken into

account. Intrinsic motivation came primarily from their personal desire to become

better instructors and to engage their students more. Most mentioned that

responses from students had an impact on how they viewed their teaching which

combined both the extrinsic and intrinsic drivers. None of the respondents or

interviewees appeared to have been directed to attend. Here are a few of the

comments about their motivation.

All of the quotes from the interviewees are given in an unadorned format with the

intent to let their voices speak as clearly as I heard them during the interviews.

Overall, the interviewees participated in the ISW for a variety of reasons, most of

them around their concern about their teaching and a need to find more diverse

ways of teaching. The driving forces were quite varied and the combinations as complex as the participants and their backgrounds.

Examples of extrinsic motivation:

I had taken training to teach people, but, I hadn't actually done it, hands on, aside from little kids in Sunday School. It was actually a suggestion of someone who did a peer review for me that I do that. I loved it. I thought it was great! (Sherry)

I was a new instructor at Kwantlen and it was recommended by my Dean that we take an ISW if we could. I thought that anything that could help I would be more than happy to do. (Gordon)

Probably the primary motivation was encouragement from our Associate Dean. A more secondary one would be intrinsic motivation to learn about other teaching methods and techniques. (Pam)

A few were seeking credentials. This seemingly extrinsic motivation was also surprisingly intrinsic, since there is no requirement for this to be allowed to teach at Kwantlen. Still, this correlates with and supports the interest that most have in looking for ways to teach better.

Examples of primarily intrinsic motivators:

How to pursue some of the actual skills related to the teaching that I wanted to do. Legitimize myself was part of it. (Douglas)

I am in process of doing the Provincial instructor diploma program and

that is one of the courses in it. With a change in role in my industry from

primarily practitioner to primarily educator I wanted to sharpen my

teaching skills and that was one of the courses along that route. (Sylvia)

Far more prevalent was the personal desire to learn more about teaching,

learning, and student engagement. There was a common belief that there were

ways of teaching better and that they could be learned. This clearly cut across

experience lines. Looking at the survey data, this is consistent with the results

where Q 1. *I was satisfied with my teaching and not considering changing my*

teaching was negatively correlated with Q 4. *I considered how I could improve*

my teaching to help my students learn and Q 7. *I discussed teaching ideas with*

colleagues and was interested in their experiences. While I would expect this

result for these questions, the interviews drew out the underlying rationale that

the interviewees were working from. Here are some examples of skills and

knowledge development as motivators:

I was inquisitive – what could it do for me, what could it help me with in

terms of content delivery? That was my motivation. (Richard)

My basic motivation was to know about different instructional styles.

(Adrian)

I took the workshop in the summer of 2007 because I'd been teaching at

Kwantlen for 20 years. I was also trained to be a high school teacher back

in the early '80s and was aware of some of the pedagogy behind

teaching. I thought it was time for me to consider what I do in the classroom. (Trevor)

Part of it was that one of my goals for professional development for that year was to look at instructional skills. A second reason was that I had been teaching for a long time, feeling a little bit stale, so, I was wanting to see if there were other things that I could be doing in the classroom and in clinical that would improve my teaching and my results. (Joan)

The biggest thing was that although I always got reasonable teaching reviews, I thought that there has to be ways of doing this better. I am not the first person to be a teacher and one has to assume that there are things that one can learn about doing it better. So it was about learning how to do it better. (Douglas)

For some, there were pragmatic considerations that augmented the extrinsic and intrinsic driving forces.

I was frustrated with the fact that I couldn't engage all my students. I was looking for other opportunities or ways of doing that without having to go and take a course that was a semester long somewhere else. (Anne)

I can see that the suggestions from others, and the need for a teaching credential helped extrinsic motivation, while curiosity, desire to learn from others, and even frustration were intrinsic motivators. The first phase of Lewin's model, that of Unfreezing, is evident in the fact that they were willing to participate in the

workshop process and, as they have said so clearly, to examine their teaching and to try and improve.

Reaction (Level One)

Q: "Do you feel that the benefits of participating in the Instructional Skills Workshop were greater than, less than, or equal to the time and preparation required? In what ways?"

Benefits

Here the interviewees were asked whether they received a benefit that was greater than the effort that they put out to attend the ISW. I see elements of Lewin's Movement phase in their responses as they take their motivation and translate it into actions. All interviewees were clear that the effort had been worth the time. Only one had felt doubt at the time but, then noted that on reflection, it had been very worthwhile.

> When I took the workshop, I thought the prep time and work in the workshop was going to be more than it was beneficial. Now, in hindsight, I would say it wasn't that much work for the benefit in the long run…. The process of going through, coming up with and creating a ten minute lesson and having to think of all the things that, if somebody in your class doesn't get what you are teaching, how do you go back, pick up on that, and then make the next step forward. In that sense I thought it was very beneficial in the long run, but I didn't see that at the time of the workshop. (Anne)

Others found immediate value for the time and effort.

Yes, absolutely worth it because it saved me so much time in achieving

the objectives that I wanted to achieve. It has improved what I do in the

classroom and the students seem to think so – that is reflected in the

ratings. (Douglas)

It was a very positive experience, being able to focus on the teaching with

a small group for that week and not having to worry about anything else

was really beneficial. (Joan)

I got many things from the workshop and it was definitely worth the effort.

(Adrian)

All of the others expressed that the benefits far outweighed to time and energy

required. Some of their reasons included personal teaching competence,

receiving and giving feedback, and student participation in their learning.

Personal Teaching Competence

There was a common felt need to become more competent as a teacher and a

belief that the ISW was a beneficial place to do this. These comments identify

individual beliefs that they achieved their intrinsic and extrinsic objectives and

can be found as a thread throughout the interviews. The expressions were

personal and varied from person to person.

One new instructor described their process.

> I really feel that I need to go into teaching in a competent role. So this
> was a chance to try ideas out with people who have other experiences
> that they can share and give advice. So it is safe and it doesn't matter if it
> is a mess. (Sylvia)

There was learning from what they did not do during the course as well.

> Absolutely! In retrospect, I could have put more effort into getting ready
> and I find I do that now with the teaching I am doing. I have it sorted out in
> my mind but I can tap dance to something else if I need to. I really
> enjoyed it and got a lot out of it. (Sherry)

Greater awareness of learning diversity and practical solutions came through as
benefits.

> It helped me in thinking about other ways of delivery. How does changing
> delivery help different people learn? I became more aware of different
> styles of learning and ways to deal with them. The benefit was certainly a
> lot greater than the cost of the time involved. (Richard)

This was an instructor who has experience, but who was expanding his
understanding of a variety of ways of learning.

More experienced instructors also indicated that they benefitted by finding out
that they had good core skills and that others looked to them for inspiration and
advice.

> I think it was beneficial and I took some things from it. There were a few
> instructional skills that were demonstrated, especially around doing

evaluations in a different way. It was surprising to me that a lot of the things that I was doing, I had thought, "everybody does this." And found out in the workshop that, "No, everybody doesn't do this." I felt that I had a lot to offer to the other participants. (Joan)

The personal return on investment is uniformly indicated as high. There was no faltering or doubt during the interviews as to this overall. There was a variety of ways it was considered beneficial, ranging from validation, saving of time, varied ways of teaching, and interactions with colleagues. This is a rich mix of benefits that re-surface throughout the interviews.

Receiving and Giving Feedback

The process of receiving and giving feedback is an integral element in the workshop. The focus is on identifying where the lesson has gone well for the learner and on any suggestions to improve it for the next time. Besides the comments above, others found the feedback process to be helpful as well.

The short mini-lesson was a good exercise as was the videotaping. People enjoyed the interdisciplinary topics that were brought up. That struck me. I remember it quite clearly, doing it and getting favourable feedback. It was positive reinforcement on things that I was already doing. I saw other instructors and how they approached the classroom and could see their diversity in teaching. (Trevor)

The ISW gave me the opportunity of looking at things from a different pattern because of the feedback process that we used. (Anne)

As a person it has challenged me in a lot of ways to open myself up to feedback. I think this is because I've never given permission or when the feedback is given, I'm defensive. (Joan)

Another instructor talked about the value of receiving feedback on their teaching, both face-to-face and video.

Whatever I invested, I learned a lot from this workshop, especially getting the feedback after my presentations from the participants who are also instructors like me. Getting feedback from the facilitator of this workshop gave me a lot of information, for understanding the information given to the participants. The second component was the video of my teaching which gave me first hand feedback about what I was doing during my lesson. These, in different ways, contributed a lot to my experience. When I was participating and others were presenting, I could compare and consider what could be other, more effective ways to teach. Can one be more precise, when is the best time to go into details or focus on specific things? (Adrian)

As well, feedback around presentation and what you can improve on, i.e. things like making eye contact to the whole room, not focusing just to your right hand side of the room because you have a natural tendency to point yourself in that direction. That is a couple of points that I remember putting into practice. (Gordon)

In actuality, the participants spend more time giving and receiving feedback to each other than they do teaching their mini-lessons. This is because during the course they will teach three times for a total of 30 minutes and then receive feedback three times from their colleague learners. They will also participate as a learner in the lessons of other instructors and give them feedback up to five times over three days and they will also give feedback to the facilitator or facilitators at least four times. This ongoing cycle of feedback and reflection supports the transformative nature of learning through reinforced practise.

Student Participation in Their Learning

The ISW appears to have triggered a greater consideration of how to get students more involved in their own learning through participation. The feedback given by participants to their colleagues who have taught a lesson highlights the desire that the learners have to be able to actively participate and that this enhances their learning.

These teachers also identified that they have increased their focus on increasing student engagement.

> I think that what I always have in the back of my mind when I am doing lecture portions of information disseminations is, okay, how can I get them involved and hands on so that it is participatory rather than just doling information out. Sometime you do have to do that. I am having an inner dialogue. I am critiquing my colleague, learning from them, how are

they doing it, "Oh, that's a really good idea!" But, also, how can I make it participatory and not lecturey. (Sylvia)

I slowly started to realize that student participation is good for their learning. Students also like to participate more and because of that I included one component in my course that I did not have before and that is a mark for student participation. I provide the opportunity for them to participate and I expect them to participate and this is part of their evaluation. (Adrian)

There is also a change in identity for this instructor as she tries different strategies and then observes both the results for student behaviours and how she sees herself in her teaching role.

I have done exercises in class that have included toothpicks and matches. There have even been stuffed animals as prizes for answering questions. There are no losers as it is not a competition. It is a reward. For example…a quiz for a technical drawing class, we have a review session. I have exactly the same number of questions as I have students. They pull cards to see who is answering what question and they answer and draw in front of the whole class. But when they do, to bring the stress levels down, I have these really small stuffed animals and everybody gets one. I don't know why the students feel good about that. As human being, I'm not sure how that works, but it helps them remember things and it helps bring the stress levels down. Things like that I don't think I would

have done because they go against the 'traditional' way of teaching. "I'm

a professor and I profess!" (Pam)

The value of active learning processes in the ISW was well illustrated through the

narrative of the ways that instructors were engaging their learners. These

processes are also described and modeled throughout the ISW. They are also

indicative of the use of active learning processes that engage students in ways

that have a long-term impact. This is the beginning of Lewin's phase two of

Movement where the teachers' thoughts and actions are being considered and

changed. We also clearly see the movement in their conceptions and

understanding about teaching effectively and how teachers should behave. All

through this section, there are interviewee comments that reinforce the answers

given in the survey for Pre Instructional Skills Workshop Questions on what they

thought about their teaching practice at that time before taking the ISW.

Learning (Level Two)

Here, there is continued reporting of the Movement portion of Lewin's model plus

an indication of the application of his heuristic which frames behaviour as a

function of the person and their environment. The instructors have indicated

ways that they have and are continuing to change that they link back to their

experience in the ISW. This corresponds to Kirkpatrick's Level Two where

changes in knowledge, skills, and/or attitudes indicate that learning has occurred.

Q: "Please provide two or three specific examples of how you have applied what

you learned through the Instructional Skills Workshop to your work as a teacher"

In this section the interviewees give a number of examples of their learning from the ISW. This is supported by the survey data, in which the majority of the respondents indicated that they had increased their awareness and knowledge in the topic areas embedded in the ISW. They specifically gave personal stories in the areas of planning and timing, and multiple ways of teaching and learning.

Planning and Timing

The following are some of the interviewee examples of what they had learned and then applied in the areas of lesson planning and the rhythm of the lesson.

The first thing is the preparation of the materials for the lesson. That was one component that was focused in the workshop. I learned that and had feedback provided that showed and highlighted to me deficiencies and alternative ways to improve my presentation. (Adrian)

Being more prepared. Actually doing the lesson plans with learning objectives and telling the students where I want to go in that particular session on that day. We may not make all of the objectives but I am showing them the direction that I am going in with them and giving them direction for further reading themselves. (Sherry)

I have the classes structured in advance, I have done lesson plans, timed exercises, and have a variety of ways of teaching that I learned from the ISW (not just PowerPoint). There is a little bit of this, a little bit of that, a break, learning by doing, not just sitting and listening. Practise, practise,

practise. They do their homework in class and the textbook learning

outside. That I learned at the ISW. (Pam)

Chunking the material has been seen as useful. Comments supported the

concept of breaking the learning material up and presenting it in pieces over the

class time with learning objectives, activities, timing, and materials clearly

identified.

> The biggest thing that I have applied is the ten minute chunks. I tended to
>
> look at the material that has to be presented over the day and had to be
>
> presented at the level of the learner and I still do to a certain degree. But I
>
> have more specific lead out information and learning objectives than I had
>
> before. So, that certainly is different. (Anne)
>
> I think that the biggest thing that has changed for me is that I take pieces
>
> of the curriculum and break it down into chunks. In this way I can explain
>
> to the students that "We are going to learn about a specific skill. There is
>
> some theory associated with it."(Douglas)
>
> One is the lesson plan. I sort of had the idea that I needed to plan ahead.
>
> I didn't need to do course development as the course was there, but it
>
> was certainly an eye opener to know that you need to plan a lesson to
>
> know how much time to allot for different things, including breaks,
>
> activities, and all that. It is extremely efficient in class, especially when the
>
> course is content heavy. I have used it ever since. All of my classes have
>
> lesson plans. Even if I have taught the course before, I use them to

prepare, change, tweak, and depending on the group to suit their needs. (Pam)

The main thing that I took away was – Not a presentation, but a complete lesson. (Sylvia)

There is information here that suggests that Level Two results have been achieved as shown by the broader understanding of the process of creating whole lessons and systematizing their approach to teaching. This is also consistent with the freezing that is required by Lewin to make changes permanent.

Multiple Ways of Teaching and Learning

There are discussions embedded in the ISW about how learners may prefer to receive information and at what points they are most likely to engage in the learning process. Participation in the ISW, including observing a variety of approaches and giving feedback to instructors from their experiences as learners within the course appears to have affected how instructors approach their teaching and assessment processes in their regular classes. The following examples describe some changes that the teachers have learned through the Instructional Skills Workshop and then applied to their work.

What I find that I do now regularly and conscientiously is that when I am looking at some material to provide information to the students, I look at it in terms of what I want to get across. "How can I get this across in different ways? How can I vary this? How many different ways should I

try? Which way should I incorporate this particular instance to this particular class?" That can vary according to whether it is second or third year class. I don't think their learning styles necessarily change but they develop. I think as the student experiences new things, different things, more things, they change somewhat in the way that they absorb material. (Richard)

One is that I use the whole experience of learning instead of just lecturing. Students learn in different ways. Using the senses (smell, touch), and the emotions and trying to make them do thing differently every time, so that you attack from all fronts and it is not just them sitting there and you lecturing with death by PowerPoint. It is using their opinions, examples, and practical problems that are out there. I use a lot of humour on my Moodle site. (Pam)

Some of the techniques that we practiced during the ISW, I have brought into my teaching. Some of the examples that we have talked about were broadening the tools that you can use – more audiovisuals, bringing in a website, doing more excel, making more use of PowerPoint, bringing in more problems and going through them in detail than I did before. Between it being a bit of a confidence builder and giving permission, it opened my eyes that there are all of these other things available that you can use effectively. I would say that all of those things have contributed. (Gordon)

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I think that my teaching skills are much, much better than they were two

year ago when I took the course. A lot better than they were. I am not

afraid to think outside the box and find different ways of approaching

learning with students. I understand how differently they learn, how their

learning styles affect their learning and how I can help with that.

Sometimes you can't and it might have to somebody else that does the

explaining in yet another way if I am not getting through. And that is okay.

(Sherry)

These are some of the ways that the instructors are paying attention to multiple

ways of learning and which they indicate that they have translated and

transferred to the broader classroom environment. They have given examples

that relate to the eight items in the Level Two section of the survey that asked a

variety of questions relating to the content of the ISW. Within the planning and

awareness of multiple way of teaching and learning are the examples of how

these teachers are adapting their practice to their understanding of their student's

needs. There has been a lot of learning and potentially this is movement that

Lewin describes. Now there is more indication in the plans that they have done of

the beginning of freezing from Lewin's model as the instructors put ideas into

practice.

Behaviour (Level Three)

This is the place where changes that the interviewees attribute to the ISW

become more evident and solidified into behaviours. They are grounded in the

comments that have come out of the first part of the interviews around motivation and reaction to the experience. This section looks at the changes that they report and the reasons that might exist for some teachers around their lack of change in their practice. A number of themes emerged from the interviews, including: teaching activities, learner engagement and participation, games for learning and review, using formative assessments, being open to feedback from students, building on positive experiences, and active learning assignments for deep learning, The participants described the application of what they had learned and demonstrated their movement and, in many cases, freezing into a new teaching paradigm that fulfilled their original needs. At this level, the learning that they applied from the ISW to their classrooms needed to be adjusted for their learner groups and their content areas so that while there are similarities that can be grouped, the applications differ. The Level Three (Behaviour) Questions from the survey data, where a majority of respondents indicated that they agreed or strongly agreed with the statements offered, can be seen in these examples from the interviewees.

Q: "Please provide two or three specific examples of how your teaching practices have changed since your participation in the Instructional Skills Workshop. In each case, give an example in which you have applied this practice. Have you implemented any new teaching strategies? Have you changed the way you teach in your existing (pre-Instructional Skills Workshop) roles? If your teaching practices have not changed, please say so, and explain why.

Teaching Activities

Here is a description of new teaching practices focused on organization and clear statements of purpose.

I have definitely made changes to the way I teach and my teaching activities along the way. I sit down and look at what objectives are being taught and have specific activities for each of those that will engage them and catch their different styles of learning and help them get their teeth into the material. Specifically, things like laying out the materials ahead of time, what we are going to do in the simulations, what the hand outs are, why I am going to give them out and why that would be appropriate.

(Anne)

This theme flowed through many of the comments of other interviewees as they described their new and renewed attention to how they planned their lessons. Others have made smaller adjustments in their activities and assignments over time. This participant has been making incremental changes in his teaching activities since attending the ISW.

I have slight variations from semester to semester relating to changes. In my statistics class previously, I was teaching the concepts, and then doing certain exercises with the help of concrete examples from research and hypothetical data with the students. It has changed a little bit now and I have four pre-planned assignments, students can use the statistical methods of data analysis. They get the assignment and compute it using

the formulas, guided step by step to complete. They also get data that

they can use with the software statistical package to analyze that so they

are not doing it by hand or calculator. This way they learn how to use

these sophisticated packages quickly so they can analyze the maximum

data in a short time. (Adrian)

As Adrian added a component, he has observed the effect of the change

before making more changes that he sees as beneficial. The incremental

movement has gone from showing the students how to do the problems in

class to having them do problem sets on their own.

This enhances their research understanding, analysis, and use of

research data. I have made these changes slowly over time to deepen

their learning. These changes have taken place over the last three years

and it is a real challenge. I keep on thinking, "What are the other

possibilities to make other changes that might be better than these?"

When we come to know that different methods and possibilities exist and

that innovation is something good, it is not only for teaching but in every

sphere of life. You naturally think about that. (Adrian)

Another participant changed her practice such that she could more clearly

articulate to the students just what was going to happen and why.

I think that it has given me a kind of structure so that I can walk in with

confidence and say, "okay, we are going to introduce the ideas, we are

going to discuss this, you are going to try them, and we are going to get

feedback on the ideas. Now, having said that, in design education a lot of it is oriented around doing stuff and getting feedback in terms of crit session. I would say that design education already has a lot of these ideas built into studio work. What I am trying to do is to introduce it into other courses that are not traditionally thought of as studio. (Sylvia)

Yet another participant improved her ability to analyse the effectiveness of her strategies and to build on them.

I went back to my learning chunks and asked myself what worked. Did this video actually engage them in discussion and conversation? Would it be better to do this role play? Or, was it better when we had a guest speaker in? Where was their learning at? I also looked at the student evaluation of the course and took that information and then built the outline for the course in the summer, even though it is the same material. That was a positive. (Anne)

Generally, participants put the theory and examples into practice and then thought about their actions and then decided whether their strategies had an effect and whether they wished to make more changes or not. Then they made considered decisions as to which teaching changes, if any, would be the most appropriate for their content and the learners in their classes for their next iteration. This appears to be a grounded theory approach that embodies fit, to developing better formats for their teaching practice, based on an iterative approach to analyzing their current practices.

Learner Engagement and Participation

While they identified engagement and participation as benefits they had learned about and experienced during the ISW, their interpretation and application in their own classrooms took a variety of different paths, including their interactions with the learners.

> As I mentioned, student participation is another thing that has had an impact on my teaching and therefore on the student involvement, which has increased my involvement with them. (Adrian)

> I keep it in the back of my mind that the most exposure that I have been given as a student was not participatory. So I do find that I fall into that trap of blabbing. So I have to crowbar my way out of it. I actually made it very participatory and I had feedback that was positive. (Sylvia)

> Because I was able to use such a variety of teaching material and engaged them more in doing instead of just sitting and hearing, over time it did become a better course. (Anne)

In one situation, the teacher brought in a measure of complexity through the use of a reality TV show that presented and discussed real world situations. She found that it broke the wall around have class discussion on the topics and encouraged group interaction in a way that she had previously found elusive.

> One thing I found helpful was the TV show, Intervention, which has a lot of really good examples of people with addictions, schizophrenia, and different mental illnesses. We pulled some of those and had some really

good discussions around that. For the students, that was 'real life'. They

could actually see it and that it was not an act and so it really did engage

a lot of discussion that they were in tune with and they asked for more.

They could take that back to their clinical areas as those were the

populations that they were working with. These were not the high 'rock

and rollers', these were the street people who had had good jobs once

upon a time and who got on the wrong track and couldn't get off. Lost

their family, lost their kids and when they try and make a go of it, they

can't and who all the enablers are. It just opened the students up to a

whole other discussion that the first group didn't get because I didn't use

it. It was an attempt to draw out more discussion. When you have a small

group, it is hard to get a lot of discussion going and a two hour class can

seem like twenty hours. You don't want to do all the talking either. (Anne)

Beyond increasing individual students' engagement with the content, using

groups also increased their class participation.

The second biggest thing was the power of groups. I have used a lot of

group work. There are a variety of strategies for this. Some of them are

table groups with typically three students at a table. "In your table groups

– here is a case, discuss it." I give them time to discuss and then ask,

"Okay, what does your table think? Does your table agree with that?" We

can do work in table groups or men vs. women or left side vs. right side or

people at the front vs. people at the back, but just break it up in a number

of different ways. The learning for me was how powerful student learning

is, that they do in their own small groups. Often the return piece of the

plenary session is to refine, but they have got the big ideas in their groups

and they help each other get it. I find that 'stickier' learning than just

learning it from me. (Richard)

The desire to engage their learners and get them to participate is evident in these

responses. There is an implication that they wanted them to become engaged

and not just passive receptors of their (the instructors') knowledge. There are

also descriptions that students are being held to account through the requirement

to report out their final thoughts and to refine them.

Games for Learning and Review

Some have used games and competition to engage their learners. Interviewees

indicated that they had picked up some of these ideas from the theme sessions

in the ISW and then implemented them into their courses.

We have a jeopardy game that somebody else developed based on

medical terminology. We have teams and I have to tally the scores (and

get help from the students to make sure it is right). They love the prizes.

There is a fun element. "Our team won." "We know stuff!" Everybody get

a prize. It is just that the team that wins gets first pick. (Sherry)

What I do now with the second year students is that the week before the

exams we have a game show. I split the class into five teams and then, in

order, each team gets a question and 30 seconds to answer. If they get it

right, they get a second question. If they do not get it right, it is put up to

bid to the other teams. All teams get $20,000 to bid on questions

throughout the show. If a team bids and is successful, they get that

question, and if they get it right, they will get a second question so they

can get extra points. If they get it wrong, they have lost the money and

they don't get the point. The winning team gets a 5% bonus on the exam

(midterm or final), second place gets 4%, third 3%, second 2%, and fifth

1%. Incentive! And it works! With the game show, I think that the overall

percentage of marks has gone up slightly since doing that. I did look at

that at the end of last semester and over a two year period there seems

to be an increase. (Richard)

I did a review for a quiz as a game. I came up with a list of 20 questions

and broke them into two teams to compete against each other for the

right answer. They actually had a lot of fun and it caused a lot of dialogue.

That was a good moment in a fairly dry topic. That was good. (Sylvia)

These instructors found that games were another way to increase attention and

participation. These fall under the emerging definition of "serious" games, that is,

a game designed to meet a learning objective and not for pure entertainment.

The "serious" adjective can be found applied to educational and training

materials ranging from emergency and military exercises, educational review,

logical learning, and beyond. In one study, it was found that, at least in some

circumstances, the application of serious games significantly increases learning

(Blunt, 2009).

Using Formative Assessments

The process of identifying what the students have learned shifted for some of the participants from summative to formative in nature.

> I remember that ping pong ball exercise that we did in the ISW we did on giving and receiving feedback. I remember and how I felt about the different types of feedback and when feedback is useful and when it is not. That is another thing that I have used a lot. We do critiques in this program and it a big part of what we do because of the nature of the program. It is Design and it is not black or white. There is a lot of "Why are you doing this?" and how is this correct or not. So it is important to be empathic, to put myself in the student's shoes and think about how I would feel. When I am marking and giving feedback, I step away from being solely in the instructor position and put on the student hat for a while and try to think, "I have zero experience. I've never done this before. What is it that I need to know right now? What will be helpful for my learning and growing?" The ISW really touched on that and I remember that. (Pam)

> My strategies around the assignments have changed. Before, the assignments were about assessment, about me understanding if the students had learned, and that was their sole purpose. My strategy, since taking the ISW, has changed. I now look on those assignments as part of the learning. The side benefit is assessment. I will get the assessment one way or the other. Instead of expecting all of the learning to go on in

the class and the assessment to go on outside, the assessment is part

and parcel and a continuum of their learning. This happens either by way

of reinforcement of something that they have already applied in class or

by way of applying something that we didn't have time for in class. So

there is a fundamental change in all of the activities away from the

classroom that previously for me were merely assessment tools.

(Douglas)

Yesterday, we watched a video about a fellow with mild dementia who

was still considered competent to drive a car. We had a really good

discussion about we should get involved in that and how does the

process work. They reasoned it out and had really good arguments. They

had obviously learned something. This has a relation to the teaching and

learning plan and the practicing that they are doing. (Sherry)

Here, we see a clear indication that the instructors are now thinking and acting

beyond the transmission mode of teaching and their transformative learning is

starting to translate into a strong behavioural framework to support

transformative learning for students in their courses as they are required to dig

deeper into the material and to develop their own analysis.

Being Open to Feedback from Students

As they teach, participants have had feedback on their strategies from the

learners in the form of response to activities and ideas.

What the ISW did for me was to allow me to be more open to feedback from the students and from other faculty. That is something! Because "I'm Perfect" it is difficult to hear that you are not. That is allowing me to go to that place where I am vulnerable and at risk…I get lots of positive feedback from the students as well, that they learned so much from me, especially in clinical. I teach a course in communication and sometimes they say, "I already know this stuff. Why do I have to take this course?" At the end of the course they say, "Now I understand why!" Communication is more than just talking. I've done a lot of reflection on what I am doing that makes it a good experience for them. (Joan)

Their students also have responded on written feedback forms.

I have just got my feedback forms back from this semester. I got all this positive feedback and I thought, "This is way too nice. I must be doing something wrong! Maybe I am being too lenient and being too nice." We are always so insecure! So, I went and checked the projects and assignments from last year when I assisted in the course and the projects from this year when I was the lead instructor. There is no difference in the performance. The projects are equally good and people from outside who have seen the projects have said that this is some of the best work that they have seen, specifically regarding a lighting award. That means, to me, that having a student perform well and be happy are not two different things and they can go hand in hand. (Pam)

Student evaluation forms in the past had indicated that it would be nice if we did more problems in class. Now that is a comment that doesn't come up any more. (Gordon)

I just got back my feedback sheets, questionnaires, for my review. Most of the feedback is positive. I also received a card from my third years students with wonderful comments on my enthusiasm in class and how being positive instead of criticizing everything that is 'wrong' has helped them. I start with what is right and positive and why they are good designers and on the right path. This has had a big impact on their approach to school. Someone wrote that, "You've reignited a passion that I thought I had lost for this profession!" That, to me, is a big, big deal! The fact that someone was not passionate, for whatever reasons – perhaps she was tired, or … – and they tell you that as an instructor you have had that level of impact on someone's career and life. I know that school is not who we are, it is what we do, but being passionate is a big part of being happy with what you do. (Pam)

Student reaction to instruction has been an overt indicator to some of the instructors that they are on the right track with their teaching or that that they may want to change things. This started with their motivation to take the ISW and is a further example of a driving force that pushes for change and supports the reflective teacher in their search for better ways of teaching to help their students learn.

Building on Positive Experiences

In the following stories, we see reflection and a transformative movement to awareness and thoughtful actions that can be noted as being a type of parrhesia through the interactions with others, being explicit about understanding and various points of view. During the workshop, feedback emphasized what was working that participants were already doing in their teaching and offered support for additional strategies and positive change. The ISW process incorporates language and questions that support people entering into dialogue with others about what is happening for them as they teach. These collegial conversations help to refocus the individual's energy on questions and opportunities that the unfreezing process that brought them into the workshop have made explicit.

These comments illustrate some ways that past positive experiences have supported their current teaching actions.

> I am thinking all the time about how I am teaching and how my students are reacting and learning. I try out new things, as well. (Pam)

> It is related to teaching but it got me out of my discipline and made work in a pleasurable way with other people from different Faculties. In the practice of teaching it reminded me that there are some common issues that we should always focus upon if we want to be better instructors and we can share these ideas. So, every now and then, even an experienced instructor should go back to consider the basics and that is what the ISW did for me. It reminded me of what we should always try to do effectively.

I did that program after being at Kwantlen for 20 years and I didn't feel it was a waste of time for me. (Trevor)

You go into a semester and you know what you are going to teach because you have done it before. You are looking for some sort of satisfaction at the conclusion of the semester that you have done a good job. In that sense, the ISW has given me these other ideas and helped me do that. There seems to be more of a sense of satisfaction that I have managed to do something worthwhile. Doing the ISW gave me more insights into the process of learning which helps you understand how it works. In that sense, it gave me personal satisfaction as well, in terms of knowing more and understanding more. (Richard)

Each individual took away something from the ISW that continued to impact them and their teaching. People became more reflective about and took a more appreciative approach to their teaching practice, by tapping into the positive elements of this experience, with an eye to being generative and looking for ways to change for the better. Kirkpatrick identifies that at this third level of evaluation as behaviour where one would see the types of changes demonstrated by the examples that I have chosen. Lewin's freezing event is well under way and the interviewees are expressing satisfaction with the changes they have implemented.

Results (Level Four)

Q: Please give two specific examples of how your teaching practices have had

an impact on a group of learners since the start of the Instructional Skills

Workshop. Be sure to give enough detail so we can understand the positive

impact you have had."

In this section, the interviewees reflected and reported on the perceived impact of

their teaching on their students' learning as it related to their learning in the ISW.

During the interviews, this was a time of thoughtful pausing and digging deeper

as they related examples.

Active Learning Assignments for Deep Understanding

Reflection on the process and ideas coupled with implementation of experiential

strategies in the ISW has resulted in some instructors strengthening and

deepening existing activities in increase deeper learning. Kuhn, Black, Keselman,

and Kaplan (2000) have identified deep understanding as the point where the

learner becomes engaged in the critical analysis of new ideas and links them to

already known concepts and principles. This deep understanding is "facilitated by

metalevel exercise that occurs in addition to and in conjunction with

performance-level exercise of strategies" (p.503). This is the type of learning that

these instructors are aiming for and finding results.

> In the third year course, what I have done differently now involves their
>
> term project which is worth 35% of their course grade. They have four
>
> deliverables. It used to be that it was very much: Teach them the theory;

Get them to apply it; Write a report that I marked. Now, I teach them the

theory and get them to apply it. Then I get them to construct a plan where

they are consultants working for me. Not only do they have to address the

problem appropriately, but they also have to supply me with the client's

name and telephone number and I call the client. These are all live

companies. I give them management feedback on their submissions

which they have to correct for more marks. I am trying to construct that

workplace scenario. They are a junior consultant going out, writing the

report. They get marks for writing the initial report. I will critique it and if it

is not very good you won't get a good mark, and oh, by the way, you can

get additional marks for correcting it and doing things correctly. (Richard)

In this example, the course outcomes require critical thinking. To support this

process, the teacher is now using strategies that require the students to practise

their thinking skills in groups with guidance.

One of the courses that I am teaching right now is called Health and

Healing. We look at the needs of residents for protection and safety;

nutrition; elimination and those kinds of things. The students have to be

able to do the critical thinking necessary to figure out what are safe

parameters for themselves and for the residents in a variety of situations.

If the resident hasn't eaten all day that is a concern so they have to be

able to report that to the correct person and then follow through on it.

Identifying whether it is a one time or multiple times would mean different

actions would need to be taken. The thought processes are complex and

go beyond the simple situation. If a resident has fallen out of bed there

are a lot of things to take into consideration, starting with getting the right

person to assess them as they do not have the authority to do it. They

need to know how to deal with a wide variety of situations. It is interesting

to pose an exam question like this and to see the answers that you get.

They would pick up their child if they fell, but this is not their child. This is

not their child and this is all part of the critical thinking that needs to be

done. Sometimes they understand the process and sometimes it takes a

lot more discussion to help them learn the thinking required. Using guided

group discussions has got them to think more deeply about the situations.

(Sherry)

Another strategy to promote deeper learning combines learner reflection on their

learning with documentation. For this teacher it was a new and effective process

to clearly identify who was learning in their class.

We started using Learning Portfolios this last term. The students

struggled the most on my favourite question. One of the things that I

asked them to do was to give me three examples of skills that they had

learned in the course, show examples of your work, break each of those

things down into its components so that we understand the pieces of it,

and then, (this is where they stumbled) tell me what constitutes 'quality' in

the practice of that skill. The good students just jumped right through that

and hammered the hell out of it. The average and mediocre students

really struggled with that. The feedback that I got made me think they

wanted me to give them the answer. That's really one of those questions

that separates the wheat from the chaff. The people who have really

taken the learning past the level of mimicry and reciting back what they

think the teachers wants to hear, to what does it really mean and giving a

context. So I don't really know. I'm sixes and sevens on whether I should

give them more on that or whether I should leave that as my wheat from

the chaff question. This was done at the end of the semester when you

have an idea about who are the great students and who are not and this

broke down exactly along those lines as far as who struggled with it and

who didn't. (Douglas)

In these situations, the interviewees are giving examples of Kirkpatrick's Level

Three: Behaviour, and information indicating Kirkpatrick's Fourth Level: Results

where we can see deep impacts that have occurred because the participants

attended the program. These results are really "the bottom line": the impact of the

program as it shows impact not only on the participants, but also on their learners

in the classroom.

Beyond the Classroom

At Kirkpatrick's Level Four – Results –there is an impact beyond the reach of the

course. While this was not anticipated in the initial research proposal or the

survey, it appears that other Instructors, personnel at student placements, and

employers have been impacted by student learning.

> I have heard from other instructors who take groups of my students into
>
> clinical settings that they are quite happy with what my students know and
>
> how they apply their skills. (Sherry)

In some cases, there were real world applications used and some surprising

results.

> In the third year example, the students pick their own projects. They have
>
> to go and find the company, the problem, the sponsor and everything. My
>
> sense is that because it is more iterative and more 'lifelike', there are
>
> more of the projects actually getting implemented than there were before.
>
> I don't know that I can do any numerical substantiation but from feedback
>
> from students it seems so. One example is that at graduation, a student
>
> came up to me. Their project had been interesting and difficult and I had
>
> been skeptical that it would be even accepted by the company because of
>
> the company culture. The student told me that they have almost finished
>
> implementing it. I was surprised! I've also had other situations where this
>
> has happened. Plus, for the first time, I have had a client come to a final
>
> project presentation in class. My sense is that there is more engagement
>
> between the project teams and the clients. Is that because they put more
>
> effort into it, or the design of the project, or…? (Richard)

The scope of this research was not intended to reach directly into Level Four

results - return on investment – but to create a new model that examines the ISW

and a process that promotes and supports Transformative Learning. However,

the participants were clearly interested in and searching to see if they could find

a benefit beyond the classroom learning. Kirkpatrick's Level Four evaluation of results is becoming manifest when we look at how their students have taken their learning out into a wider world.

ISW as a Validation of Current Practice

Not everyone felt that they had changed or that they needed to change. Even when no changes in technique were specifically attributed to the ISW, the interviewees indicated that they still had a sense of support from colleagues and reinforcement of their current teaching methodology. The ISW process gave them reinforcement for current good practices.

> The ISW reinforced that I don't have to change my whole game plan. For a lot of things that I was doing, I was doing the right things and doing them well. Now it has given me additional tools and techniques that I can use to help up the quality of my teaching. (Gordon)

> I don't think I changed anything because I felt that what I did in the ISW were things that I was already doing. I did get some positive feedback from those who attended in that they enjoyed and were impressed. I became more aware that what I was doing was effective and that also gave me positive feedback about what I do. This kept me on track over the past few years to realize that I am not losing my audience when I teach. (Trevor)

Here they have reflection coupled with a sense of equilibrium that serves them well as a grounding for any other changes that they may choose or which may go on around them.

Ongoing Personal Development

Not everything that these instructors are doing is seen to be a finished product. Some came into the ISW as a result of their various motivations for teaching improvement. For others, there is still continued consideration about how to make their teaching more effective, to get their students more engaged, and to make the learning deeper. Here are examples of how the teachers are continually considering how to improve their teaching and how they are going to engage their students to improve their learning.

> I'm always trying to think: How can I give them the information and get them to practice the information before they go home. I don't always succeed. (Sylvia)

> Students learn really well by doing. So, I've been trying to think of a game that helps them think about critical thinking. It is a really abstract concept. I can give them examples, but they don't always understand. (Sherry)

> For me, the motivation to develop my skills has led me down the path of more technology so that is my professional development goal for this year. First of all to understand the technology because it is the language of the students and I have resisted up to now. To look at how I can apply

it in the classroom instead of resisting it. I think that the ISW game me a

new energy to start to do this because it is a lot of work. (Joan)

In the past I probably would have looked at it, taken in the information but

not changed a lot, but just filled in. It is not truly my course but I thought it

was a good opportunity to play around with it and see what I could do. It

was not within my comfort zone or area of expertise and I clearly

identified that. Maybe that was a mistake as the student might think you

don't really know what you are talking about. (Anne)

Their willingness to consider and try new ideas is at the heart of both parahessis

and active learning. There is both hesitancy and honesty in their comments about

how they struggle with their conceptions and actualization of teaching. It also

indicates to me that the ability of the ISW to provide a range of information

coupled with a safe environment to actively try strategies and get pertinent

feedback from colleagues has been both useful and supportive to these

teachers.

Collegial Connections and Support

The final major theme – the desire to connect and be connected with colleagues

– was mentioned early and all through the interviews. This fits well with the

theory and concepts of collegial communities of practice where members "share

a concern, a set of problems, or a passion about a topic, and who deepen their

knowledge and expertise in this area by interacting on an ongoing basis."

(Wenger, McDermott, & Snyder, 2002, p.5)

One aspect of motivation was to get acquainted with the colleagues here

who were also doing the workshop. I wanted to know their views and

motivations for taking the workshop and how they saw teaching. (Adrian)

Others also mentioned this as being key to their experience and at various points

in the interview most of the interviewees mentioned the support and comfort that

they received by sharing experiences with other instructors, having them as

students, and getting feedback from them. This short term Learning Community

supports the participants' reflections as both teacher and learner within a

collegial setting that gave support, comparison, and advice. This collegial support

is coupled with the practical and useful teaching techniques that make up the

content of the ISW. Kaufman (1995), noted in his article, *Preparing Faculty as*

Tutors in Problem-Based Learning, that:

Knowles' (1980) principles of adult learning also provided useful criteria

for the design of our faculty development process. These principles have

been elaborated by Carroll (1993) as follows: faculty need to know "why"

they should learn something; faculty already possess much experience to

be used as a learning resource; faculty will become ready to learn after a

"need to know" is experienced; the faculty development program should

be task-centered with an emphasis on immediacy and application; and

faculty demonstrate a high degree of self-direction and therefore should

not be "forced" to participate in exactly the same way. (p.116)

Using the ISW as a short term learning community where there are useful

activities that highlight both the "why" and the "need to know" around teaching

strategies and give support to participation rather than making it mandatory can be used to magnify the individual motivations and drivers that brought each participant to the course initially. This rationale is also congruent with the need for connection and learning that individuals and organizations have in our ever changing educational environment. These deep and meaningful learning conversations and discourse are at the heart of higher education. Here are some of the experiences that these interviewees recounted.

> I was so scared when I started. I had taught at the university level before, but very little. I have two semesters experience, one many years ago and the other a couple of years ago at institutions that were a lot smaller than Kwantlen. I was very surprised when they offered me the position. Then I was very scared standing in front of the class as this takes a lot more than people think. I did not know whether my approach was correct or not. Having the opportunity to sit with other instructors with different levels of experiences and having practicing and brainstorming sessions and getting their tricks and tips were all very reassuring in the things that I was thinking that I was doing right. It was good because it gave me a tonne of ideas of things I could do different. It was really a good tool for my confidence level in class and I'm sure that the students have benefitted, too. I wish it had been longer. I wish there was ISW Part II and if there were a third level I would take that too! (Pam)

> I would say that being in a small group was really good. (Sylvia)

I felt it was worth the effort in the end and the benefits were greater than the time I put in. One of the things that I recall was the comradeship that we developed in those four days that we worked at it. I hadn't met some of those instructors that were with me, before, but now I know them fairly well because of that. Out of the workshop we did discuss our common approaches to teaching and often similar problems that instructors encounter in the classroom. (Trevor)

It has been very nice for me because networking is something that is very difficult for me. I have kept in touch with one of the participants that was in that program. Actually, they asked me to do their peer evaluation visit in the classroom a couple of weeks ago. That was really nice. For me, the biggest benefit was the networking. (Joan)

Part of it was connecting with the other participants who were from all kinds of different areas. I probably wouldn't have met them, at least not in as comfortable a situation. (Sherry)

The way the course was set up was beneficial to me both as a presenter and evaluator. Not only are you concentrating on your own teaching, but you can compare and contrast that with your peers. I think that gives you a deeper sense of how to evaluate the presentations and the content of the program. (Gordon)

One of the things that happens at the advanced levels of learning, and I consider the ISW that, is when you get professionals together, you get a

double bang for your buck. People behind the ISW provide a great

program. If I were the only participant in the program, they would probably

still achieve 100% of their objectives. But we get this double whammy,

because we get a group of us together and learning from your colleagues

is just as powerful. This is no knock on the ISW; this has been my

experience in all adult learning. It is often more powerful than what is

being presented by the facilitator. The thing that works so well in the ISW

is that the facilitators have figured this out and give us adequate time to

share information communally. (Douglas)

Here is some support for the inter-subjective educational community nature of

the ISW process where all parties have a sense of agency that combines to

make a whole that is greater than the sum of the parts. It is not just information

that might be gleaned, but also the interaction and interchange that bolsters and

intensifies both their learning and their process of self-reflection in the company

of peers. I also see the shadow of the Hawthorne Effect here as people have

become aware of and hone their teaching because of and by the fact that it is

being observed. The added effect of feedback and the sharing of information

within the collegial environment created by the ISW process enhanced this.

Wenger, et al. (2002), note that: "Communities of practice do not reduce

knowledge to an object. They make it an integral part of their activities and

interactions, and they serve as a living repository for that knowledge" (p.12).

Finally, participants indicated in a number of instances that the collegial

connections have persisted after the workshop and the short-term community of practice it created was over.

Summary

Ranging from the newest of instructors through to those with experience, some new to Kwantlen and on through to Kwantlen faculty members with 20 years of experience, the experience of these ISW participants was uniformly energizing and has had an positive impact on their teaching, how they see themselves as teachers and how they think about their students' current and future learning. The results of this research point to the ISW encouraging transformative change in teaching practices and that this change has been manifest in a number of ways by the participants. The clearest areas of change that came up in this study were:

- Benefits

- Personal Teaching Competence

- Giving and Receiving Feedback

- Student Participation in their Learning

- Planning and Timing

- Multiple Ways of Teaching and Learning

- Teaching Activities

- Learner Engagement and Participation

- Games for Learning and Review

- Using Formative Assessments

- Being Open to Feedback from Students

- Building on Positive Experiences

- Active Learning Assignment for Deep Learning

- Beyond the Classroom

- ISW as a Validation of Current Practice

- Ongoing Personal Development

- Collegial Connections and Support

In all of the interviews, the participants indicated that they had found something of value from the ISW for their teaching in a number of these areas. It is worth noting that in each area two or more of the interviewees had in-depth comments. To condense these themes further would have done a disservice to their voices. This is a clear indication to me that their experiences were not universal, but they were deep, meaningful, and had lasting impact on their teaching practices. I see this as an indication of the robustness of the workshop.

When I have asked other experienced ISW Trainers to review this data and consider the themes, the response that I have received is that the quotations and the way the data have been categorized seemed reasonable to someone with significant experience with the ISW.

> I have read Chapter 4 and was not surprised by any of the comments you extracted from the interviews - these are exactly the sorts of comments I have heard from colleagues for years.

You have certainly received the kinds and variety of responses I would

have expected you to receive to your questions. You have identified

multiple, diverse themes related to change in teaching practices, all of

which I would also expect that you would find. I have not seen anything

that I would not expect to see, in one way or another, in data from former

ISW participants who subsequently worked to implement their learning

from that ISW into their teaching, and are now reflecting on the impact

that this process has had for them.

(personal correspondence from external raters, ISW Trainers, 2011)

Instructional Skills Workshop Model

This research has informed current views and provided a narrative of how

instructor have changed in their learning and their teaching practice that have

been influenced by the ISW which in turn has deepened my conceptualization of

how the ISW process works to impact and effective transformative learning for

the workshop participants. Figure 2 in Chapter 2 shows a model of the ISW that

incorporates the dual nature of the content and framework actualized through the

process of Active / Experiential Learning to support and encourage reactions that

feed back into the process, participant learning, later behavioural changes, and

potential results.

This model contains all of the concepts and processes that I came into this

research thinking I would find based on my personal experience with the ISW

course. Using the lenses of both Lewin and Kirkpatrick it also has brought to light

the complex and adaptive process of change that is embedded in this course and

which plays out in a number of different ways depending on who the participants

are in each ISW instance.

CHAPTER 5: DISCUSSION AND CONCLUSIONS

In this chapter I discuss the meaning and implications of this study of the ISW as

a transformative learning process with respect to teaching and learning. While

this research study was begun from the personal bias that this was the case, it

has been a search to test my impressions. I have also reflected on the

implications that this research might have for the improvement of teaching in

post-secondary education.

These results are from a small sample size and may have implications as a pilot

survey but at this point the results are not generalizable. There is a need to

expand the size of the group surveyed to obtain more data. For future research it

may also be useful to use these survey items in a pre- and post-test framework

that does not ask the respondents to reflect back to before they took the

workshop, but rather asks them these questions before they begin. It would also

be desirable to use a series of matching pre- and post-questions to be able to

explore the types and levels of change that may be happening for ISW

participants. Lewin's model of change (1951) – Unfreeze, Movement, Freeze –

along with Force Field Analysis was used to look at the restraints and drivers that

impact on individuals during change and ways in which equilibrium is achieved

and maintained or that change has been managed. I also used the Kirkpatrick

Framework (Kirkpatrick, 1959a, 1959b, 1960a, 1960b) to identify the impact of

change on the three levels of reaction, learning, and behaviour, and to a small

extent on the fourth, results. As I worked with the data collected, I have used both of these theories to identify points of change and levels of impact that these changes have had on the respondents and interviewees.

Before the ISW – Motivations

The online survey gave indications that these teachers were thinking about their teaching and interested in improvement of teaching strategies and in the impact this has on their students' engagement and learning. Through the interviews I found a variety of motivations and driving forces that brought participants into the ISW that all formed into the core thread of a focus on improving their teaching. For some it was through encouragement of administrators with the promise that it would be helpful for their teaching. For others it was in response to their students' need for different and better teaching, and still for others they were intrinsically motivated to become better teachers. So, while each person came from a slightly different direction, the main path was one of teaching improvement. This may also be impacted by the fact that Kwantlen Polytechnic University is classified as a Teaching University under legislation by the Government of the Province of British Columbia (*University Act*, 2008). This shows alignment with the focus and mandate of the institution and further speaks to the internal culture within Kwantlen that supports teaching and learning through the recommendations from colleagues and deans that led them to the ISW. This motivation aligns well with the approach of AI where the 5-D processes of AI model (Watkins & Mohr, 2001) play out in their desire for change and defining of a positive direction of inquiry as they make a decision to participate in the ISW course. They had already

indicated that they were looking for a 'better way' and wanted to discover elements of 'good teaching' from the individual and group point of view.

Facilitators of the ISW pay close attention to interactions as an integral part of the process within the ISW model and support Boler's (1999) call for responsibility and sensitivity and to support transformation.

The reasons that the ISW was developed initially are still relevant and, indeed, the current need may be greater than Doug Kerr's original research identified back in 1978, with evidence of an increasing emphasis on student learning outcomes within post-secondary education in British Columbia and beyond. There is also recognition by the BC Ministry of Education that there are fundamental principles involved in effective learning, such as.

1. Learning requires the active participation of the student.

2. People learn in a variety of ways and at different rates.

3. Learning is both an individual and a group process. (Government of British Columbia, 2011)

In addition, the provincially prescribed curriculum Integrated Resource Packages (IRP) produced by the BC Ministry of Education recognizes that "British Columbia's schools include young people of varied backgrounds, interests, abilities, and needs. Wherever appropriate for this curriculum, ways to meet these needs and to ensure equity and access for all learners have been integrated into the Prescribed Learning Outcomes and Suggested Achievement Indicators" (Government of British Columbia, 2011). The contents and framework

of the ISW are curricularly aligned with this mandate and support these aims in post-secondary education.

This focus on teaching for learning is also at the cutting edge of university education across North America. A recent posting in the widely read Stanford University's *Tomorrow's Professor* by Reis (2011) notes that:

> In travels around the country, I've been seeing signs of a trend in higher education that could have profound implications: a growing interest in learning about learning. At colleges and universities that are solidly grounded in a commitment to teaching, groups of creative faculty are mobilizing around learning as a collective, and intriguing, intellectual inquiry. (p.1)

Coupled with the desire of teachers to improve their teaching and their students' learning, we have a powerful driving force for learning and improvement which we can see in action with the subjects of this research study.

Reaction – Receiving Support

The online survey did not probe into the Level One - Reaction area of Kirkpatrick's levels due to the extensive formative and summative feedback processes already built into the ISW and a concern about asking questions that the ISW participants had responded to during and at the end of the course. The interviews uncovered strong feelings from each interviewee about the benefit of the ISW to them. The topics that they reported as providing useful support included: validation of and increases in teaching competence, comparing

personal styles through observation of others, receiving and giving feedback on teaching and learning, considering a variety of ways to help students become active in their own learning. The range of benefits named, focused around a core of support for them as participants, colleagues, and teachers in an environment where they could be participatory and engage in dialogue around the topics. Here they found ways to design a preferred future for their teaching. By being in the learner position, they are experiencing the same kind of disorienting dilemma that confronts their students and which Cranton (1994) describes as part of the transformative learning experience. There was a push to understand where their learners were coming from and what they needed to help them learn that included considering their preferred learning styles as well as how their prior experiences may affect how they perceive the learning environment and receive the information.

Learning

One of the key themes, as reported by participants, was that of their being more aware of how one teaches, what teaching tools one uses, and one's increased comfort with teaching. In the interviews there were numerous examples of ways that instructors had considered changing their approach to teaching with student interests, abilities, and levels in mind. This is also accomplished through the participant becoming more aware of their beliefs and intentions and how this affects their teaching actions (Pratt & Associates, 1998). In short there was ample confirmation that they were becoming enthusiastically intentional in helping their students learn. From the perspective of AI, they discovered

innovative ways to create the future that they desired – design, plan, and practise the teaching that they wish to do more of.

Then, they continued to debrief and refocus by discussing what works and what could be done ever better, iteratively, to adjust and build on current success.

They reported making planning decisions based on their analysis of their learners' characteristics and needs connected to the intended objectives and outcomes of their classes and in light of the programs in which they were embedded as well as those to which students might be transferring. This planning included both the micro and the macro levels and ranged from identifying the small chunks that would engage and illuminate certain topics, to the big picture outcomes that would enculturate the learners into the fabric of their chosen field. While planning activities may be considered a change in behaviour, it is also linked with and provides an indication of the learning that the participants gained in the course.

This also provides indications in support of a wider and deeper philosophical outlook than merely seeing classes as a way to deliver content.

Behaviour

This comfort then manifest itself in behavioural changes to their teaching practices through implementing more planning in advance of teaching and including a wider variety of approaches. Here we see the direct application of their intentional planning with a wide breadth of implemented activities and of student responses. They also reported examples of instrumental, communicative,

and emancipatory processes that embody Cranton's (1994) three categories of transformative learning, both in their learning and in the behaviours that they implemented in their classrooms as they started getting their students to be more active and digging deeper into the content and application of the subject through the use of topical materials, simulations, projects, and even games, i.e. active and experiential learning. Sometimes it is just an adjustment made to an existing activity that they have done because of a suggestion heard during the ISW that is now giving them and their learners better results.

They are now using a variety of formative assessment methods to give their learners information and directions before the summative evaluations. This seems to have developed from the formative and summative feedback processes taught and used in the ISW as noted in the section on Formative Assessments. Participants are also receiving information from the students on how their activities and interventions have impacted the learning process. Within their classes they are implementing their planning with specific activities for their learners "that will engage them and catch their different styles of learning and help them get their teeth into the material" (Anne). The structures that they develop increase their confidence in teaching. As students respond and feed back to them about what is helping them learn, there is further synergistic support to implement more strategies.

It is the reflective manner in which they are approaching these activities that knits their behaviours into a cohesive theme. There is also support for the idea that once these teachers start to reflect on their teaching practices that it becomes an

ongoing activity. One participant mused about the possibilities to make other

changes that might be better than the ones that he has implemented. Here the

teachers are not resting on their laurels but, rather, are becoming more deeply

thoughtful and ever more attentive to the nuances and ramifications of class

activities and the further impacts that they might have. Their positive collegial

collaborations in the ISW have wider implications after the workshop is finished

as the respondents indicated that they are now more in contact with and talk

more about teaching issues to colleagues within and beyond their departments.

Touching on Level Four

While this study limited the questioning to being about the institutional

environment, some of the interviewees even expressed surprise at the feedback

from students and about students' experiences beyond the classroom. There

were narratives of learning moments by the students that were related to the

teachers, stories of how the students had moved their learning out into the world

of work, and feedback from other teachers and employers about the abilities of

the students. These are positive reinforcements to the teachers about the

changes that they had brought into their class activities after their participation in

the ISW.

Collegial Connections and Support

The key element of support, encouragement and validation can be found across

all the other themes. I see this as the validation of the short term Faculty

Learning Community aspect of the ISW. Here is where all of the elements that

make up the workshop content, framework, and process produce a strong and

supportive community for the participants. As noted in Chapter 1, Shulman (1999) describes three types of knowledge: pedagogy, pedagogical content knowledge, and disciplinary content knowledge. While disciplinary content knowledge is a key part of every discipline, the sole focus on this type of knowledge may inhibit transformative learning about teaching. In further support of the diverse cross-disciplinary groups that come together within the ISW structure, Johnson, Johnson, and Smith (1991) advise using cooperative heterogeneous groups whenever conceptualizing, organizing, elaborating, presenting, summarizing, synthesizing, and reconceptualizing are desirable outcomes. They note that: "More elaborate thinking, more frequent giving and receiving of explanations, and greater perspective taking in discussing material seem to occur in heterogeneous groups, all of which increase the depth of understanding, the quality of reasoning, and the accuracy of long-term retention" (p.4:6). This, in turn, is supported by the ISW framework of both content and process that encourages participants to analyze, develop, and change how they teach as per Mezirow's (1990) conception of transformative learning and reflection, discourse and action (Merriam & Caffarella, 1999).

As participants teach each other the art of their respective disciplines, there is a "community of practice" built within the ISW, as described by various theorists (Wenger, McDermott, & Snyder, 2002; Richlin & Cox, 2004), that creates a safe space for the dialogue about teaching where understanding can be built (Bushe, 2001). The interviewees particularly noted that the lesson planning, delivery, and feedback process allowed them the chance to try ideas, to think about what

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would work for them as described by Leinhardt (2001). This type of sharing of techniques, ideas, and process that are built into the model gave them a chance to try things out experientially, get feedback from peers who are in other disciplines, refine, and try again.

I believe that this type of community is important to support, nourish and sustain the energy that is needed to pursue reflective processes for those who dedicate themselves to a teaching and learning focus. Critique and support of other like-minded individuals within these communities of practice build a framework to further common understandings as well as sharing knowledge and strategies.

Limitations

Going into this research I had the expectation that I would find participants who wished to voice their disaffection with the process or express a desire for different content. With a 25% response rate to the online survey from those who had completed the ISW, it is quite possible that those who were not satisfied did not take the time to respond.

Although these results are highly supportive the transformative nature of the ISW, there is a limited generalizability to other contexts as this as single study, largely qualitative in a single institution.

The design of the study did not include pre- and post-testing as this was a retrospective study. Finally, the results for the conclusions were based solely on self-report data from participants.

The Future of the ISW at Kwantlen and Beyond

One of my surprises came at the end of each interview, when, asked if there was anything else that they would like to say about the ISW, each had an immediate reaction to the question and a ready response, and in most cases a suggestion.

> We should probably run all of our new faculty through an ISW as a matter of course (Douglas)

> I'd do it again. It is a nice thing to refresh our skills. (Trevor)

> If there is any other possibility or way that something additional can be added, another level, so that one can come and refresh and learn something new. (Adrian)

> I actually think that the ISW should be mandatory! It should be mandatory every couple of years, not just once. Just like reviews are mandatory. (Pam)

> I wonder if, from the University's perspective, if there isn't more that could be done to elevate the standing of the ISW? I think there is a lot more that can be done with the ISW. (Richard)

Each of them had elaborated on their background before the ISW and all had some experience as teachers previously. It is interesting to note that every one of the interviewees felt it was helpful and when asked to comment, they wanted it to be more available, with more levels, and more highly valued. This speaks directly to the content, framework, and experiential components of the workshop. It also

speaks to the motivation that each of them had coming into the ISW, where they were seeking out ideas and conversations about teaching and learning.

I hesitate to directly recommend, as some of the respondents and interviewees did, that the ISW become a mandatory element of instructor education. There is a strong possibility of increased resistance should this be done in the present climate of post-secondary education where there are no required certifications to be permitted to teach. However, if we couple these comments with the motivators that brought participants to the ISW, I believe that is would be wise for institutional administrators at all levels, and certainly the Dean and Associate Dean, to be recruited in the role of champions for the support of improvement of teaching for learning in any post-secondary institution that values high quality teaching. The ISW could certainly be a core element of that support.

Personal Point of View

From my personal observations and anecdotal information over the past fifteen years, the ISW seemed to encourage transformative learning in many of the participants. These experiences shaped my expectations as I entered into this research. I had benefitted as a participant and become a facilitator for the ISW process. As a facilitator I wanted to provide opportunities for others to experience positive support for changes that would help their learners. I have had the privilege of working with a number of colleagues at my home institution and beyond, both in Canada and abroad. I was aware that this would colour my view of how others perceived their ISW experience and used a number of strategies to limit that impact. I approached this research as a 'participant - observer -

facilitator – provocateur' closely documenting my uncovered biases and point of view as part of this process. My personal journaling process helped to keep me focused during my research and analysis of the data that I collected. It also was a way of tracking my personal changes as I sifted through the information and worked to my conclusions. Other strategies included:

- using a semi-structured interview process;

- doing critical reflection on my actions and my reading of the information from others;

- checking for intersubjective validity where, first the interviewee reviews the transcript of the interview and then, all of the interviewees reviewed my analysis and interpretations and continued the dialogue about the questions;

- using the major categories that emerged from the online survey to solidify the interview schedule; and

- searching for negative indicators within the survey and interviews.

In entering this project, I wanted to find out if there was more than anecdotal support for this and to see whether my positive belief about the transformative nature of the ISW process was founded or not, but also to discover any testimony that would refute this belief.

The process of developing the instruments and applying them required me to be increasingly thoughtful and reflective. I used an iterative process with feedback from several sources to develop my survey and interview questions. The anonymous web-based survey was intended to encourage respondents to be

honest about their responses. During the interviews, I limited my voice to asking the questions with only occasional gentle prompting for more information on the questions and their responses. This is modeled on a semi-structured interview process where the interviewer's primary action is to ask the questions on the interview schedule and to listen intently with minimal prompts to ensure that the interviewee has full voice to express themselves. This was sometimes difficult for me because, during the interviews, I was often surprised to hear how much the interviewees had gained from the ISW and then again how much they were applying in their classrooms. I wanted to be encouraging but managed to maintain a professional aloofness and continued to be the attentive listener.

Later, when I was transcribing the interviews, the enthusiasm in their voices again struck me so that I found myself grinning along with their energy. While I had thought there was a positive learning effect in the workshop, this research has revealed much more than I was aware of from my own limited point of view. This was an exciting discovery for me and has reinforced my personal belief in the positive nature and value of the ISW process and how it can support a transformative learning experience. Overall, the ISW seemed to be a uniformly positive process for these research participants.

In the end I found myself searching for discrepancies in the information and trying to find ways in which the workshop process was unhelpful or how it might have impeded change or even how it might have left those who attended indifferent. I cross referenced the completed surveys against the list of those who had completed the ISW and found that there was a representative sample from

across disciplines, length of time teaching and by sex. I also did a cross check with other records to see if those that I interviewed were part of a group that regularly attended events put on by 'The Centre for Academic Growth' at Kwantlen. It was surprising to me that very few of them had attended sessions through the Centre before they attended the ISW. Some attended sessions after completing the ISW with eight of them attending one or more. Of these, four attended one other event, and three participated in two to four sessions. Only one of them could be characterized as a 'regular' attendee at Centre events afterwards. I understand this to imply that, while the ISW filled a need for them around their teaching practice, it did not drive them to take more workshops, but rather seems to have supported and in some cases initiated their need to be more reflective about their teaching practice and selective about further professional development in this area.

This is congruent with the idea that they are reflective about their teaching and that the ISW strengthened their integration of teaching and practice. However, it also implies that perhaps the majority of them found it sufficient for their needs or may be seeking out other interventions to develop their teaching. All of this invites further areas for research. It would also be useful in further research to actively search for those who felt that they did not benefit from the course and do a further in-depth study about their experiences. There is also the thought that Centres who sponsor ISWs may not provide sufficient follow up opportunities to participants that allow them to pursue their interests and expand their connections. Even further evidence may be found by surveying and interviewing

students on their learning experiences and mapping that to the teachers who have taken the ISW. These are a few other areas for further research and follow up.

Implications for Transformative Learning

The ISW appears to be a complex and powerful process built into a course that frames and supports transformative learning for instructors in the arena of teaching and learning. The ongoing success of the ISW is built on a solid foundation of both theory and practice. Doug Kerr and the others who were involved in the first iterations of the ISW certainly used a variety of educational theory to ground the initial workshop design, but more theories have been developed since 1978 and a number of them seem to be applicable as outlined in Chapter 2. As we learn more about how learning occurs and there is more research into the ways that educators practice the art and craft of teaching, this learning, analysis and understanding broadens and deepens the field that we are surveying.

The model outlined in Chapter 2 identifies the nature of the ISW process and the relationships among its elements. The self-report data strongly suggests that the workshop processes promote and support transformative learning by faculty members about their teaching practice and can have a further impact on their students in classroom, clinical, and laboratory settings. There is some implication that there may be further results that correspond to Kirkpatrick's Level Four evaluation.

The workshop, as it has been offered and used over the years since its inception, might be described as an ideal context for applying a grounded theory approach to studying teaching and learning. This is because the participants are inquiring into complex and evolving teaching situations in higher education, through an exploratory framework that "assumes the value of context and setting, and searches for a deeper understanding of the participants' lived experiences" (Marshall & Rossman, 1992, p. 39) through the lenses of fit, relevance, workability, and modifiability. I have tried to make this explicit in the model of the ISW that is offered in Chapter 2.

In the areas of "fit" there is an attentive eye kept on what concepts will fit with the background and circumstances of each participant in each workshop. This is monitored on an ongoing basis and suitable information retrieved and presented. The workshop concerns itself with the real interests of the participants and works to maintain relevance for them through the duration. In the area of workability, the process focuses on helping them to find suitable solutions to their teaching issues using a wide variety of strategies and options. Finally the workshop is modifiable in the ways in which it incorporates and adapts to emerging questions and situations. This modifiability is a great strength and positive attribute of the ISW that was built into the process and reinforced by the ongoing embedded formative feedback.

Some elements are fixed in the ISW process and in every course each participant will: create three lesson plans with clearly defined outcomes, teach three 10 minute lessons which are video recorded for later review, respond to

reflective questions on each lesson by an ISW facilitator, and receive written and verbal feedback from the learners (co-participants) for each lesson. They will also participate as a learner in the lessons of other participants. Other parts of the ISW are very flexible. Group members have input into the topics/inquiries to be pursued. The direction of the course depends highly on what the participants brings with them in relation to their educational interests.

The actual amount of transformative learning among instructors who complete the ISW and whether the ISW was the reason or catalyst may be open to debate, however, the basic reports of transformation appears to be there in the data. The elements of "the social process of constructing and internalizing a new or revised interpretation of the meaning of one's experience as a guide to action" (Kaufman & Mann, 2007) are fully evident in the responses and narratives. The ISW has been a vehicle for transformative change for the subjects of this research study and potentially for other participants who teach in post-secondary education.

This research study has given support to my initial concept that the ISW is a transformative learning experience for the participants. It is even more apparent to me that the ISW creates short-term Faculty Learning Communities that promotes self-reflection and scholarly teaching, and that encourage each participant to develop their unique teaching repertoires within their discipline in ways that support their own transformative learning and the learning of their students. Currently, the lack of post-ISW follow-up means that, except where faculty members maintain their own connections, there is no continuation of this community.

Conclusions

Through this research and reflection I have developed and then expanded on a model of good practice within the ISW. This model can be used as a framework to look at the experience of any participants who attend or have attended an ISW. As I attempted to understand the meaning of events and interactions of ISW participants through the use of both survey and interviews, a number of themes emerged that start to give a picture of the impact of the workshop on participants and how it has affected their teaching beliefs, intentions, and actions in their classrooms. These themes can be seen as arising in the ISW Model in Chapter 2 from the Generative Active Learning Process, where the participants went beyond 'learning about' to actively using the concepts while debating their merit and application for their own teaching in the company of and with feedback from their instructional peers. This was further manifest in their implementation of new teaching strategies and the continuing reflexive approach that they took to their teaching practice.

The survey respondents and interviewees also highlighted their course learning where increased skills, knowledge, and attitudes about teaching and learning are reported to be coupled with more awareness of personal beliefs, intentions, and actions when teaching. They reported that their subsequent teaching behaviours included increased intentionality in teaching and changed teaching actions with results that are reported and influenced by learner feedback. These areas were identified as flowing from both the content and the framework of the course.

This identification of transformative learning in the area of teaching practices and the questions raised has the potential to help educational developers in their work supporting teaching faculty. This is an area that appears to be currently under-researched and these results may provide valuable insights for practice as well as a basis for further research that will expand our collective understanding.

The strength of the ISW model to support the development of reflective practice and the consideration of new or adapted teaching strategies that are suitable and crafted for individual and contextualized learning content and environments is highlighted by the findings of this research. Respondents and interviewees noted a range of practical strategies that they had adopted, adapted, and implemented that they felt were useful for their teaching and the learning of their students. They also identified the process of the ISW as helpful to their personal reflection and their increased appreciation of feedback from a variety of sources about their teaching and ways to make it more meaningful for their learners.

These findings open the door to further possibilities. This research model or an adaptation from it may be used by others to replicate this study in other locations to see if these results are isolated or whether they exists in other institutions and contexts. Some other areas to explore include the supports - including resources, activities, opportunities, coaching or other – that faculty would imagine being useful in furthering their teaching practice. This area shows promise for expansion to address a sense of isolation and the desire to promote collegial connections.

My learning from this has included a deeper understanding of the impacts of the ISW on colleagues and on collegial interactions. This has a larger impact on the possible supports that might be provided to teaching faculty to help them reflect on and improve their teaching practices and engage their students in the learning enterprise. The praxis is more than taking theory and applying it in practice. It also requires the teacher to consider the greater situational elements and, as noted by Carr and Kemmis (1986), to make "a wise and prudent practical judgment about how to act in this situation" (p.190). Further, to this thought, they state that:

> Teaching....can only be understood by reference to the framework of thought in terms of which its practitioners make sense of what they are doing. Teachers could not even begin to 'practise' without some knowledge of the situation in which they are operating and some idea of what it is that needs to be done. (Ibid, p.113)

It is clear, to me, that there need to be further steps taken to support teaching praxis for ISW participants after the course is over.

Post ISW Support

Given the positive responses and comments about the importance of the opportunities to talk about teaching and learning processes and strategies that were afforded by the ISW, formalized Communities of Practice are a logical follow up. These may be occurring in some institutions but are not formalized at Kwantlen Polytechnic University. The apparent affinity of the interviewees for

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connection would make the ISW a logical starting point to develop ongoing Communities of Practice in the area of teaching. There are a number of possible directions that this might take and there are indications in the requested theme sessions in each ISW that could be framed and offered as a follow-up for each cohort.

It is also an option to consider how past participants might be invited to join in a topic of interest and then how the ISW experience could make it easier to develop collegial connections and to enter into dialogue on new topics. This could serve as a basis for various communities to begin, pick a focus and develop. The driving forces that encourage community building appear to be inherent in the ISW, but there are restraining forces of time, energy, and distance to contend with by the participants. One of the requirements to mitigate these restraining forces would be the support and commitment of administration to ensure support for such initiatives. Without such support, there is only the hit and miss continuation of connections that were made through the ISW process.

These ideas are a few that arise from my experience and listening to the voices of the survey respondents and interviewees on this project.

APPENDICES

APPENDIX A: INVITATION TO PARTICIPATE IN AN ONLINE SURVEY

The content of the invitation to participate in the first online survey email was as

follows:

My name is Alice Macpherson and I am an Instructional Skills Workshop Facilitator at Kwantlen Polytechnic University. I am now working on my dissertation for my Doctoral degree in Education and Business at Simon Fraser University.

At this time I am hoping to gather information from instructors who have completed an Instructional Skills Workshop at Kwantlen from 2006 to present about their experience with the Instructional Skills Workshop and how it has affected (or not) their teaching practice. I am enclosing an explanation of my proposal so that you can see what my intentions are.

I appreciate that your participation in this process will take time and energy. Should you decide to participate, I will do everything possible to limit any impact. Confidentiality will be assured by:

1.   The use of a third party online survey (Fluid Survey) which will allow data to be collected without identifying the person providing the data.

2.   All interview data collected will have the participant's name and other identifying features changed in all documentation so that they will not be identifiable.

If you would like to discuss this further, please contact me. You can reply by return email to alice.macpherson@kwantlen.ca or call me either at 604 876-9047 (home) or 604 599-3040 (work).

I am attaching a link to the online survey if you choose to participate.

Thank you for your consideration of this matter.

Alice Macpherson

Appendix B: Formative Feedback Methods Used in the Instructional Skills Workshop

Feedback Questions used during the Instructional Skills Workshop

A selection of these are used at the end of each day during the Instructional

Skills Workshop to gain insight on how the next day's event can be formatted.

I like   I do not like

One thing I can use from today is   One thing I would like for

tomorrow

I commend   I recommend

The best part of today's session for me was: because

If I had the chance to change today's session, I would: because

Appendix C: Online Survey Questions

Using a 5 point Likert scale where (1=Strongly Disagree, 2=Disagree, 3=Undecided, 4=Agree, 5=Strongly Agree)

Pre Instructional Skills Workshop Questions

Think back to before you participated in the Instructional Skills Workshop. Now rate the following statements below as each one relates to how you thought about your teaching practice at that time. These questions identify how the participant was thinking about teaching before participating in the Instructional Skills Workshop.

I was satisfied with my teaching and not considering changing my teaching.

Student could adapt well to my way of teaching.

I wondered if I could teach differently.

I considered how I could improve my teaching to help my students learn.

I was referring to educational theory in my teaching.

I attended workshops related to teaching improvement.

I discussed teaching ideas with colleagues and was interested in their experiences.

I used a wide range of teaching techniques that engaged students in their own learning.

I used active and interactive teaching strategies in the classroom.

I searched for new and different teaching strategies to use in my teaching practice.

I continuously assessed the effectiveness of my teaching practice.

Level One (Reaction) Questions

Think about how you felt and what you were thinking when you had just finished the Instructional Skills Workshop. This level measures participant reaction to and satisfaction with the program and the learning environment, including how well the workshop addressed their learning needs.

I am generally satisfied with the Instructional Skills Workshop process.

I had a great interest in the Instructional Skills Workshop.

I enjoyed my time in the Instructional Skills Workshop.

The Instructional Skills Workshop was worth my time and energy.

I found the Instructional Skills Workshop process supportive.

I found the Instructional Skills Workshop process challenging yet manageable.

The Instructional Skills Workshop facilitators were helpful.

Level Two (Learning) Questions

This level measures changes in knowledge, skills, and/or attitudes constitute learning in the Kirkpatrick model which correspond to the intended outcomes of the Instructional Skills Workshop (Define objectives for personal learning in the

workshop; Write a series of practical lesson plans; Give three participatory, learner-centred 10-minute lessons; Receive feedback about lessons from the other participants and through reviewing video recordings of the lessons; Participate as an active learner in mini-lessons presented by other workshop participants; Give useful feedback to other participants about their lessons; Plan strategies for a variety of teaching for learning educational situations). Excluded from this level of evaluation is the application of the learning on-the-job.

Through the Instructional Skills Workshop:

I am more conscious of my teaching practices.

I have identified a variety of different approaches to teaching.

I have a better understanding of the diversity of students in my classes.

I have become more comfortable in my teaching approach.

I have a better understanding of the diversity of classroom issues.

I have an increased appreciation of the complexity of learning environments.

I have an increased awareness of how teaching practices change according to the academic discipline.

Level Three (Behaviour) Questions

This level determines whether changes in behavior have occurred as a result of the program.

As a result of participating in the Instructional Skills Workshop …

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I have become more skilled at working with groups.

I have implemented more teaching strategies.

I am better able to "inspire enthusiasm" about my subject through my

teaching.

I am more skilled in engaging students in learning in my classes.

I regularly talk to people about teaching issues.

I actively assist the students I work with to become more effective

learners.

I have increased my interaction and communication with other instructors

in my institution.

I have used the networks built through the Instructional Skills Workshop

to help someone else find a service or resource they need.

Level Four (Results) Questions

These are the final results that occurred because the participants attended the

program. Measurement is of deep learning where the learner becomes engaged

in the critical analysis of new ideas and links them to already known concepts

and principles with the potential of an ability to use concepts in new contexts. It is

demonstrated by awareness of how one (self and others) 'know' and how one

thinks about thinking. (Kuhn, et al. 2000)

Since participating in the Instructional Skills Workshop:

I have increased my students' engagement with course materials.

I have increased my students' learning skills.

I have increased my students' achievement in relation to the specific focus of my discipline.

I have increased student-to-student interactions within the scope of my courses.

I have increased my students' intent to study further in my discipline.

Global Evaluations

These look at the transformative nature of the experience. Process whereby learners "elaborate, create, and transform their meaning schemes (beliefs, feelings, interpretations, decisions) through reflection on their content, the process by which they were learned, and their premises (social context, history, and consequences)" (Mezirow, 2000, p. 16). This is evidenced in action.

I have become more effective in my teaching.

I am more confident in my teaching ability.

I have recommended the Instructional Skills Workshop to another person.

Personal Information (for each survey)

I participated in an Instructional Skills Workshop: Month _____/ Year _____

The Instructional Skills Workshop took place: Institution _____/ Location_____

In the past two years, other than the Instructional Skills workshop, I have participated in _____ hours of professional development related to my teaching practice.

I have been teaching in Post-Secondary education: Less than one year, one to five years, six to ten years, more than ten years.

I am: Male Female

I instruct primarily in the Faculty of:

My disciplinary area is:

I instruct (check all that apply): first year, second year, third year, fourth year, apprentices, Certificate programs, Diploma programs, other (please specify).

My age (years): 20-29, 30-39, 40-49, 50-59, 60+

Highest level of education completed: Journeyperson, Certificate, Diploma, Bachelor, Master, Doctorate

Any Additional Comments that you would like to add:

Appendix D: Interview Protocol

Method

Each person was interviewed in a location and at a time of their choosing.

When they arrived, they were asked to sign the Informed consent form and given a copy of the form for their records.

They were then asked if it would be permissible to audio record the interview.

The Interview Protocol was shared with them ahead of the interview.

Time was given for thoughtful responses.

Questions

These questions were used for those who completed the online survey (Appendix C) and then accepted the invitation to be interview.

What was your motivation for taking an Instructional Skills Workshop?

Level One (Reaction) Questions

Do you feel that the benefits of participating in the Instructional Skills Workshop were greater than, less than, or equal to the time and preparation required? In what ways?

Level Two (Learning) Questions

Please provide two or three specific examples of how you have applied what you learned through the Instructional Skills Workshop to your work as a teacher. (This question measures both levels 2 and 3: it asks respondents to identify and

articulate what was learned (level 2), and to describe how that learning was applied (level 3).

Level Three (Behaviour) Questions

Please provide two or three specific examples of how your teaching practices have changed since your participation in the Instructional Skills Workshop. In each case, give an example in which you have applied this practice. Have you implemented any new teaching strategies? Have you changed the way you teach in your existing (pre-Instructional Skills Workshop) roles?

If your teaching practices have not changed, please say so, and explain why.

Level Four (Results) Questions

Please give two specific examples of how your teaching practices have had an impact on a group of learners since the start of the Instructional Skills Workshop. Be sure to give enough detail so we can understand the positive impact you have had.

Please explain, in your own terms, what the Instructional Skills Workshop has meant for you as a teacher, and as a person.

Has your participation in the Instructional Skills Workshop had a lasting impact on you?

Have you made changes in your teaching activities, or in your activities more generally, that relate to your participation in Instructional Skills Workshop?

Appendix E: ISW Survey Report 2010

Pre Instructional Skills Workshop Questions

Think back to before you participated in the Instructional Skills Workshop. Now rate the following statements below as each one relates to how you thought about your teaching practice at that time. These questions identify how the participant was thinking about teaching before participating in the Instructional Skills Workshop.

I was satisfied with my teaching and not considering changing my teaching.

Response	Chart	Percentage	Count
1=Strongly Disagree		16%	5
2=Disagree		32%	10
3=Undecided		26%	8
4=Agree		19%	6
5=Strongly Agree		6%	2
	Total Responses		31

Students could adapt well to my way of teaching.

Response	Chart	Percentage	Count
1=Strongly Disagree		3%	1
2=Disagree		10%	3
3=Undecided		23%	7
4=Agree		58%	18
5=Strongly Agree		6%	2
	Total Responses		31

I wondered if I could teach differently.

Response	Chart	Percentage	Count
1=Strongly Disagree		10%	3
2=Disagree		0%	0
3=Undecided		3%	1
4=Agree		45%	14
5=Strongly Agree		42%	13
	Total Responses		31

I considered how I could improve my teaching to help my students learn.

Response	Chart	Percentage	Count
1=Strongly Disagree		6%	2
2=Disagree		0%	0
3=Undecided		3%	1
4=Agree		45%	14
5=Strongly Agree		45%	14
	Total Responses		**31**

I was referring to educational theory in my teaching.

Response	Chart	Percentage	Count
1=Strongly Disagree		3%	1
2=Disagree		26%	8
3=Undecided		13%	4
4=Agree		42%	13
5=Strongly Agree		16%	5
	Total Responses		31

I attended workshops related to teaching improvement.

Response	Chart	Percentage	Count
1=Strongly Disagree		16%	5
2=Disagree		16%	5
3=Undecided		0%	0
4=Agree		52%	16
5=Strongly Agree		16%	5
		Total Responses	**31**

I discussed teaching ideas with colleagues and was interested in their experiences.

Response	Chart	Percentage	Count
1=Strongly Disagree		3%	1
2=Disagree		7%	2
3=Undecided		0%	0
4=Agree		50%	15
5=Strongly Agree		40%	12
		Total Responses	**30**

I used a wide range of teaching techniques that engaged students in their own learning.

Response	Chart	Percentage	Count
1=Strongly Disagree		0%	0
2=Disagree		27%	8
3=Undecided		13%	4
4=Agree		47%	14
5=Strongly Agree		13%	4
		Total Responses	**30**

I used active and interactive teaching strategies in the classroom.

Response	Chart	Percentage	Count
1=Strongly Disagree		0%	0
2=Disagree		10%	3
3=Undecided		6%	2
4=Agree		71%	22
5=Strongly Agree		13%	4
	Total Responses		31

I searched for new and different teaching strategies to use in my teaching practice.

Response	Chart	Percentage	Count
1=Strongly Disagree		3%	1
2=Disagree		6%	2
3=Undecided		6%	2
4=Agree		65%	20
5=Strongly Agree		19%	6
	Total Responses		31

I continuously assessed the effectiveness of my teaching practice.

Response	Chart	Percentage	Count
1=Strongly Disagree		3%	1
2=Disagree		16%	5
3=Undecided		26%	8
4=Agree		45%	14
5=Strongly Agree		10%	3
	Total Responses		31

Level Two (Learning) Questions

This level measures changes in knowledge, skills, and/or attitudes constitute learning in the Kirkpatrick model which correspond to the intended outcomes of the Instructional Skills Workshop (Define objectives for personal learning in the workshop; Write a series of practical lesson plans; Give three participatory, learner-centred 10-minute lessons; Receive feedback about lessons from the other participants and through reviewing video recordings of the lessons; Participate as an active learner in mini-lessons presented by other workshop participants; Give useful feedback to other participants about their lessons; Plan strategies for a variety of teaching for learning educational situations). Excluded from this level of evaluation is the application of the learning on-the-job.

I am more conscious of my teaching practices.

Response	Chart	Percentage	Count
1=Strongly Disagree		0%	0
2=Disagree		0%	0
3=Undecided		3%	1
4=Agree		45%	14
5=Strongly Agree		52%	16
		Total Responses	**31**

I have identified a variety of different approaches to teaching.

Response	Chart	Percentage	Count
1=Strongly Disagree		0%	0
2=Disagree		0%	0
3=Undecided		10%	3
4=Agree		48%	15
5=Strongly Agree		42%	13
		Total Responses	**31**

I have a better understanding of the diversity of students in my classes.

Response	Chart	Percentage	Count
1=Strongly Disagree		3%	1
2=Disagree		6%	2
3=Undecided		13%	4
4=Agree		52%	16
5=Strongly Agree		26%	8
	Total Responses		31

I have become more comfortable in my teaching approach.

Response	Chart	Percentage	Count
1=Strongly Disagree		3%	1
2=Disagree		3%	1
3=Undecided		19%	6
4=Agree		45%	14
5=Strongly Agree		29%	9
	Total Responses		31

I have a better understanding of the diversity of classroom issues.

Response	Chart	Percentage	Count
1=Strongly Disagree		3%	1
2=Disagree		6%	2
3=Undecided		16%	5
4=Agree		48%	15
5=Strongly Agree		26%	8
	Total Responses		31

I have an increased appreciation of the complexity of learning environments.

Response	Chart	Percentage	Count
1=Strongly Disagree		3%	1
2=Disagree		7%	2
3=Undecided		7%	2
4=Agree		43%	13
5=Strongly Agree		40%	12
	Total Responses		30

I have an increased awareness of how teaching practices change according to the academic discipline.

Response	Chart	Percentage	Count
1=Strongly Disagree		6%	2
2=Disagree		6%	2
3=Undecided		10%	3
4=Agree		48%	15
5=Strongly Agree		29%	9
	Total Responses		31

Level Three (Behaviour) Questions

This level determines whether changes in behavior have occurred as a result of the program. As a result of participating in the Instructional Skills Workshop:

I have become more skilled at working with groups.

Response	Chart	Percentage	Count
1=Strongly Disagree		3%	1
2=Disagree		0%	0
3=Undecided		23%	7
4=Agree		52%	16
5=Strongly Agree		23%	7
		Total Responses	**31**

I have implemented more teaching strategies.

Response	Chart	Percentage	Count
1=Strongly Disagree		0%	0
2=Disagree		0%	0
3=Undecided		10%	3
4=Agree		45%	14
5=Strongly Agree		45%	14
		Total Responses	**31**

I am better able to "inspire enthusiasm" about my subject through my teaching.

Response	Chart	Percentage	Count
1=Strongly Disagree		3%	1
2=Disagree		3%	1
3=Undecided		19%	6
4=Agree		48%	15
5=Strongly Agree		26%	8
	Total Responses		31

I am more skilled in engaging students in learning in my classes.

Response	Chart	Percentage	Count
1=Strongly Disagree		3%	1
2=Disagree		3%	1
3=Undecided		16%	5
4=Agree		48%	15
5=Strongly Agree		29%	9
	Total Responses		31

I regularly talk to people about teaching issues.

Response	Chart	Percentage	Count
1=Strongly Disagree		0%	0
2=Disagree		6%	2
3=Undecided		10%	3
4=Agree		58%	18
5=Strongly Agree		26%	8
	Total Responses		31

I actively assist the students I work with to become more effective learners.

Response	Chart	Percentage	Count
1=Strongly Disagree		0%	0
2=Disagree		6%	2
3=Undecided		6%	2
4=Agree		52%	16
5=Strongly Agree		35%	11
	Total Responses		**31**

I have increased my interaction and communication with other instructors in my institution.

Response	Chart	Percentage	Count
1=Strongly Disagree		0%	0
2=Disagree		19%	6
3=Undecided		13%	4
4=Agree		45%	14
5=Strongly Agree		23%	7
	Total Responses		**31**

I have used the networks built through the Instructional Skills Workshop to help someone else find a service or resource they need.

Response	Chart	Percentage	Count
1=Strongly Disagree		3%	1
2=Disagree		23%	7
3=Undecided		26%	8
4=Agree		39%	12
5=Strongly Agree		10%	3
	Total Responses		31

Demographic Information

The Instructional Skills Workshop took place: Institution _____/ Location_____

The 30 response(s) to this question can be found in the appendix.

In the past two years, other than the Instructional Skills workshop, I have participated in _____ hours of professional development related to my teaching practice.

The 28 response(s) to this question can be found in the appendix.

I have been teaching in Post-Secondary education:

Response	Chart	Percentage	Count
Less than one year		6%	2
one to five years		29%	9
six to ten years		32%	10
more than ten years		32%	10
	Total Responses		31

I am:

Response	Chart	Percentage	Count
Male		39%	12
Female		61%	19
Total Responses			31

I instruct primarily in the Faculty of:

The 30 response(s) to this question can be found in the appendix.

My disciplinary area is:

The 30 response(s) to this question can be found in the appendix.

I instruct (check all that apply):

Response	Chart	Percentage	Count
first year		81%	25
second year		58%	18
third year		39%	12
fourth year		23%	7
apprentices		13%	4
Certificate programs		39%	12
Diploma programs		13%	4
Other		23%	7
Total Responses			31

If other, please specify

The 8 response(s) to this question can be found in the appendix.

My age (years):

Response	Chart	Percentage	Count
20-29		0%	0
30-39		23%	7
40-49		23%	7
50-59		40%	12
60+		13%	4
		Total Responses	**30**

Highest level of education completed:

Response	Chart	Percentage	Count
Journeyperson		6%	2
Certificate		0%	0
Diploma		6%	2
Bachelor		16%	5
Master		55%	17
Doctorate		16%	5
		Total Responses	**31**

Any Additional Comments that you would like to add:

The 13 response(s) to this question can be found in the appendix.

Survey Appendix

The Instructional Skills Workshop took place: Institution _____/ Location_____ |

#	Response
1.	Kwantlen-Newton campus
2.	Surrey
3.	Kwantlen Polytechnic University/Surrey Campus
4.	Kwantlen/Surrey
5.	Kwantlen/Surrey
6.	Kwantlen/Surrey
7.	Kwantlen/Surrey
8.	Kwantlen Richmond
9.	Kwantlen/Surrey campus
10.	Kwantlen Poly U
11.	Kwantlen Polytechnic University, Richmond
12.	Kwantlen Polytechnic University
13.	Surrey Kwantlen
14.	Kwantlen Polytechnic University/ Newton
15.	Kwantlen/Surrey
16.	Kwantlen-Newton campus
17.	newton not sure of date above
18.	Kwantlen Polytechnic University
19.	Kwantlen / Surrey
20.	Langley Campus
21.	Kwantlen/surrey
22.	Kwantlen/Surrey
23.	Kwantlen surrey

24.	Kwantlen/ Langley
25.	Surrey Campus
26.	Kwantlen
27.	Langley
28.	Kwantlen / Richmond
29.	Kwantlen / Cloverdale
30.	KPU/Cloverdale

In the past two years, other than the Instructional Skills workshop, I have participated in _____ hours of professional development related to my teaching practice. |

#	Response
1.	100
2.	At least 100
3.	0
4.	30+
5.	45
6.	15
7.	80+
8.	10
9.	many hours, do not remember exactly
10.	60
11.	> 35 hours
12.	Yes
13.	approx. 250
14.	30
15.	80

16.	12
17.	greater than 150 hours
18.	15
19.	20 hrs
20.	1200 hrs
21.	10
22.	200
23.	Zero
24.	100
25.	4
26.	6
27.	over 300
28.	0

I instruct primarily in the Faculty of: |

#	Response
1.	C&HS
2.	Community and Health
3.	Criminology
4.	Humanities
5.	Design
6.	community and Health Studies
7.	Horticulture
8.	Business
9.	Social sciences
10.	Design

11.	Science
12.	Business
13.	Fashion Design
14.	Business
15.	Academic and Career Advancement
16.	Community and Health Studies
17.	community and health studies
18.	Business
19.	Business
20.	Design
21.	Trades
22.	Business
23.	C&HS
24.	Fashion
25.	Trades and Technology
26.	Business
27.	Arts
28.	Trades
29.	C&HS
30.	Business

My disciplinary area is: |

#	Response
1.	Health Care Assistant Program
2.	Health Care
3.	Psychology

4.	English
5.	Interior Design
6.	GBTR, HCAP, SETA
7.	Landscape
8.	Organizational Behaviour/HRM
9.	Psychology
10.	Interior Design
11.	Physics
12.	Finance
13.	construction and pattern drafting
14.	Information Technology
15.	English
16.	Health Care Assistant Program
17.	Nursing
18.	Quantitative Studies
19.	Accounting
20.	Technical Design
21.	Millwright / Industrial mechanic
22.	Business Management
23.	Nursing
24.	Writing
25.	Public Safety Communications
26.	Human Resources Management
27.	English
28.	Plumbing

#	Response
29.	Nursing
30.	Information Technology

If other, please specify |

#	Response
1.	Graduate students
2.	Conduct workshops and training
3.	Bachelor
4.	Professional studies
5.	adult basic education
6.	drafting students in a shop setting
7.	Training in a variety of discipline related workshops
8.	preceptorships

Any Additional Comments that you would like to add: |

#	Response
1.	I find I still use the ISW packet when teaching a thorny problem especially
2.	the ISW was a very valuable resource, especially for new faculty.
3.	I recommended ISW to all faculty before I took it myself. One day I decided it was for me and my teaching has changed for the better. I wish all faculty would take it but we tend to think we are doing okay until we face what is actually possible. I cannot remember the date I took the first session but I have participated in at least five since then. Several faculty did repeat sessions. Was wonderful to connect to other faculty and feel I had a companion along the way.
4.	The ISW workshop provided me with a much needed and safe opportunity to explore and expand my teaching skills. Without ISW, despite my very deep and current content knowledge, I would lack reflection and commitment to developing my skills as an instructor. I participate again when it fits my schedule, and encourage my colleagues to do so as well.
5.	I learned some novel useful things related to teaching and classroom interaction.
6.	This ISW has come early in my instructional educational journey. My biggest take-away is to teach a complete lesson.

7.	The ISW confirmed to me the importance of educational research; it was a great place to learn and explore with the help of the facilitators.
8.	this is a great program!
9.	I have answered some questions negatively because I was doing those things prior to the workshop. Not because the workshops didn't help
10.	the learning never stops
11.	I feel that this is one of the best vehicles to translate our industry expertise into teaching adults. Without this type of opportunity, I would not have been able to improve my teaching practices.
12.	I think the ISW should be a requirement for all new faculty.
13.	The ISW was extremely helpful, and raised questions for me that I still ponder.

Appendix F: Research Ethics Board Documents

Letter of Approval from Simon Fraser University

SFU

Office of
Research Ethics

STREET ADDRESS
Simon Fraser University
Multi-Tenant Facility
Room 230, 8900 Nelson Way
Burnaby, B.C. Canada
V5A 4W9

MAILING ADDRESS
8888 University Drive
Multi-Tenant Facility
Burnaby, B.C. Canada
V4A 1S6

October 5, 2010

Alice Macpherson
Graduate Student
Faculty of Education
Simon Fraser University

Dear Alice:

Re: Instructional Skills Workshop as a Transformative Learning Process
– Appl. #2010s0502
Removal of Contingency

Your application has been categorized as 'Minimal Risk' and approved by the Director, Office of Research Ethics in accordance with University Policy r20.01. (http:www.sfu.ca/policies/research/420.01.htm).

Thank you for the approval from Kwantlen Polytechnic University dated September 26, 2010. The contingency of approval specified in the SFU approval letter of September 2, 2010 has now been removed.

Please acknowledge receipt of this Notification of Status by email to dore@sfu.ca and include the file number as shown above as the first item in the Subject Line.

All correspondence with regards to this application will be sent to your SFU email address. Please notify the Office of Research Ethics at dore@sfu.ca once you have completed the data collection portion of your project so that we can close the file.

Best wishes for success in this research.

Sincerely,

Dr. Hal Weinberg, Director
Office of Research Ethics

c: Dr. David Kaufman, Supervisor

Certificate of Approval from Kwantlen Polytechnic University

Kwantlen
POLYTECHNIC UNIVERSITY

RESEARCH ETHICS BOARD

Certificate of Approval

Researcher Name	Department	Number
Alice Macpherson	The Centre for Academic Growth	2010-028

Institution where Research will be carried out: **Kwantlen Polytechnic University**		
Co-Investigators:		
Sponsoring Agencies (if any):		

Project Title:
Instructional Skills Workshop as a Transformative Learning Process

Approval Date: September 26, 2010	**Documents Included in the Approval:** Application for Ethics Review Cover Page
End Date: January 1, 2011 *(Project End Date: Maximum 3 years)*	

Certification:

The protocol describing the above-named project has been reviewed by the
Kwantlen Polytechnic University Research Ethics Board and
found to be acceptable on ethical grounds
for research involving human subjects.

Dr. Bruce P. Clayman
Chair, Research Ethics Board

This Certificate of Approval is valid for the above term provided
there is no change in the research protocol.
It is renewable, subject to annual review and approval.
A completion report must be filed at the completion of the project.

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