

# **Appreciative Inquiry based faculty development: A mixed methods case study**

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# Positioning and Topic Selection



APPRECIATIVE INQUIRY



ORGANIZATIONAL  
CHANGE LEADERSHIP



TEACHING  
EXCELLENCE





**EXCELLENCE**

**MEDIOCRITY**



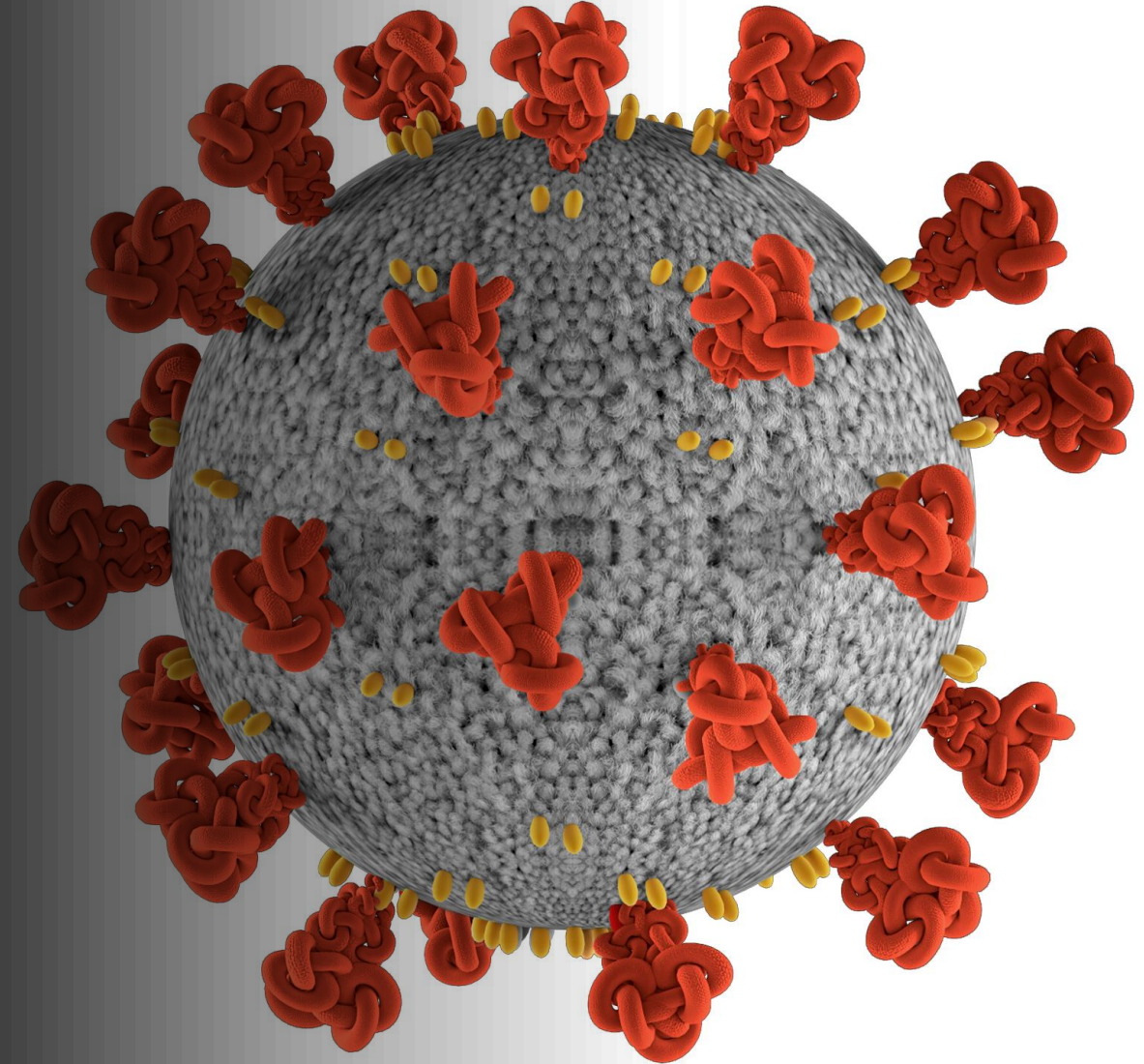
## Individual barriers impacting change

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- Comfort with current practice (Picciano et al., 2010)
- Impact on workload – time and effort (Brownell & Tanner, 2012; Lackey, 2011; Martins & Nunes, 2015, and Wingo et al., 2017)
- Lack of knowledge of pedagogy (Balter, 2017)
- Professional identity (Brownell & Tanner, 2012) and image (Wingo et al., 2017)
- Fear of change and confidence to take risks (Betts & Heaston, 2014; Bolinger & Wasilik, 2009, Jones, 2013)

P 21-23

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- COVID19 serves as a disruptor to the delivery of education.....and an opportunity to support faculty to move forward from experience





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“Appreciative approaches focus on strengths and successes, using these as building blocks to further learning and growth” Cockell & MacArthur-Blair , 2012 p196)

p28

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## Theoretical Framework

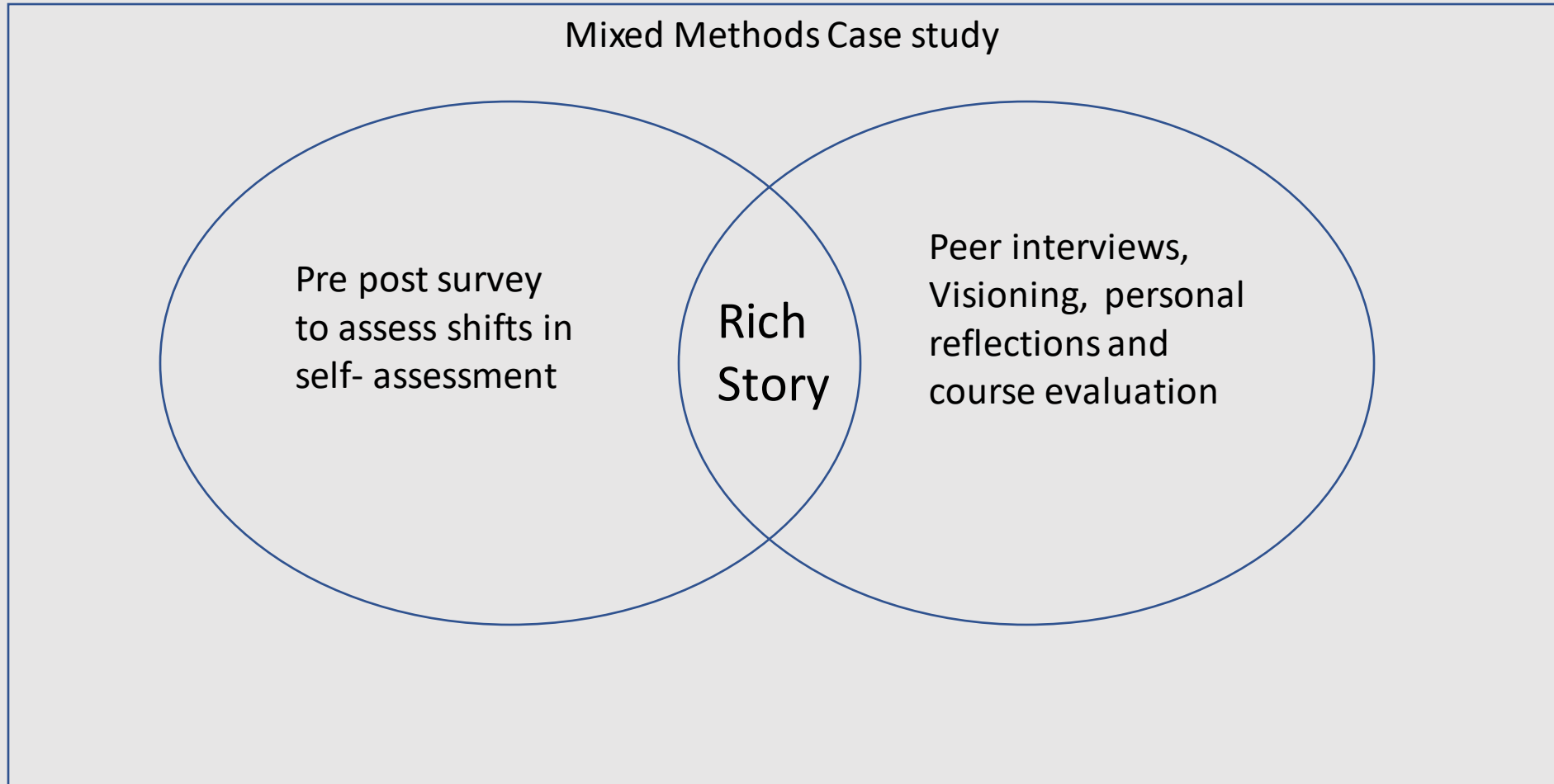
In order to effect change in the teaching practices of higher education, faculty engagement and commitment to innovate their practice is critical (Bates, 2011; Shea et al, 2005).

- Variables**
- Individual**
    - Personality
    - Choice
    - Time and workload
    - Skills
    - Knowledge
    - Attitude
    - Confidence
    - Image
    - Values/beliefs
  - Group**
    - Culture
    - Supports
  - Organizational/Systemic**
    - Infrastructure
    - Access to technology
    - Leadership
    - Supports
    - Evidence that supports new practice

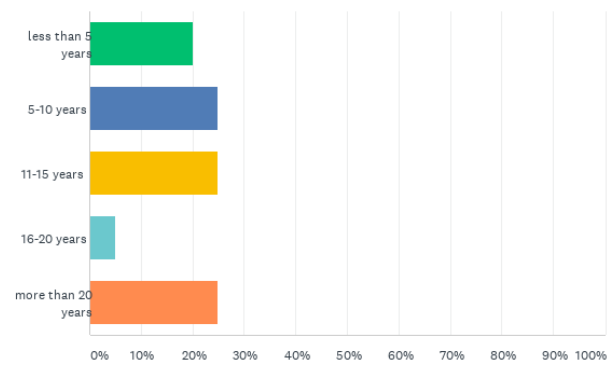




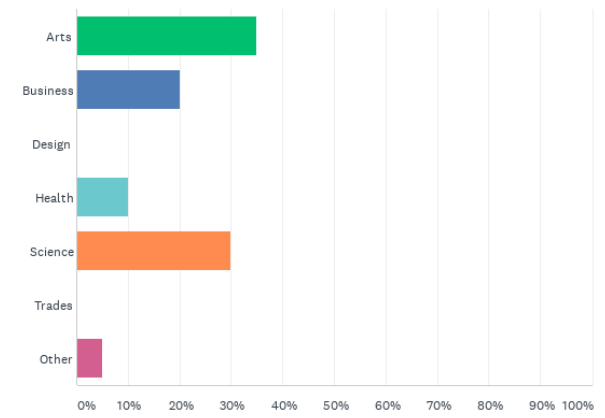
# My study



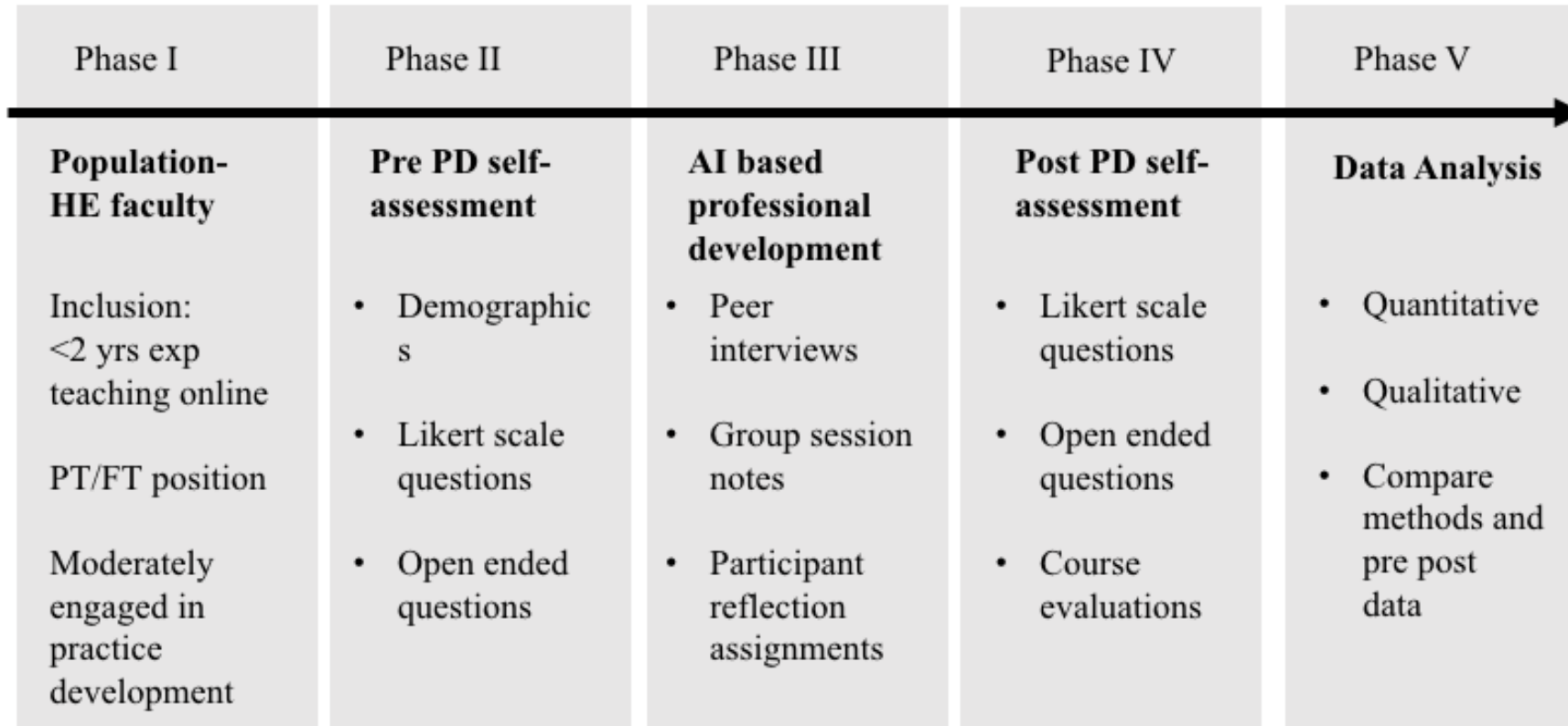
Q3 What is your level of teaching experience?



Q4 What is your teaching discipline?

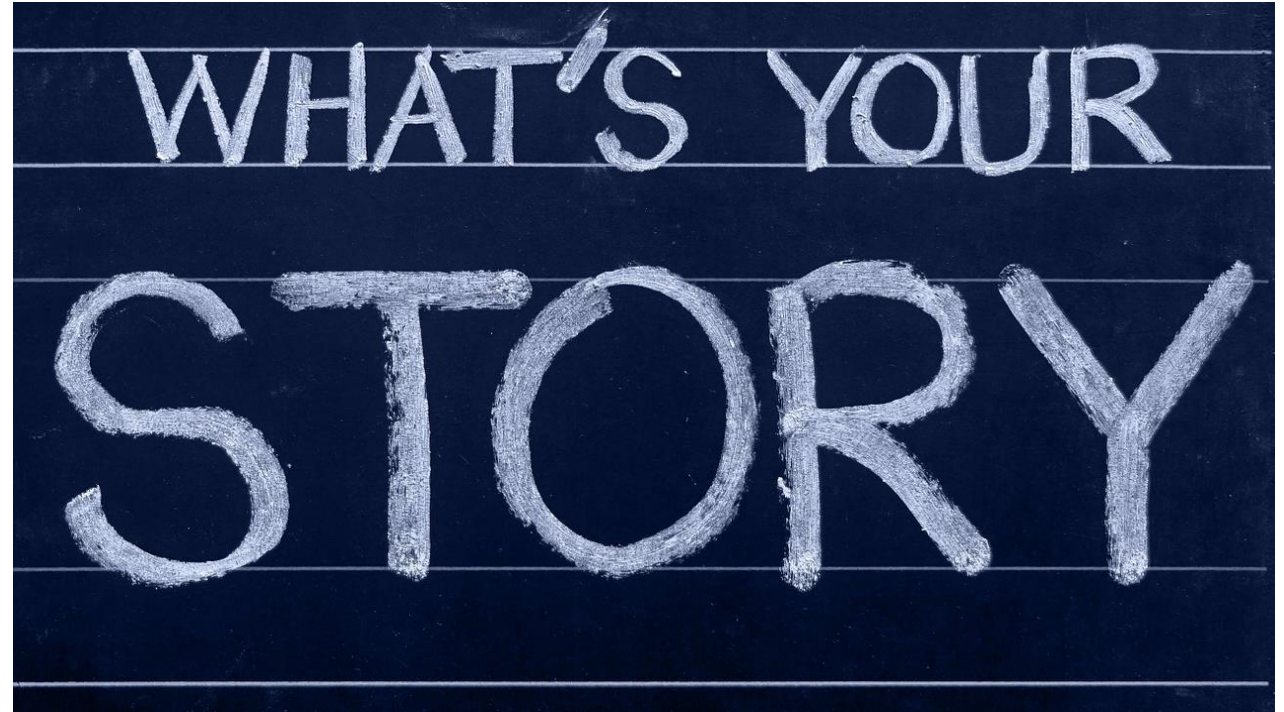


## Research Process



## PD Sessions Objectives

1. Build Community
2. Share stories to discover "what is working"
- #. Dream of the ideal future "what could be"
4. Design a path to get there "what should be"
5. Share personal plans – commitment



# Preliminary Quantitative Results

Analysis to date      N=20

Test	Mean	Std Dev	P value
Instrument pre	61.8	8	
Instrument post	66.4	7	.011
Skills pre	15.0	2.17	
Skills post	15.95	2.43	.069
Knowledge pre	24.25	3.05	
Knowledge post	25.95	2.39	.033
Attitude pre	22.55	4.04	
Attitude post	24.50	3.10	.008

QUESTIONS	POS SUM (N=)	NEG SUM (N=)	TIES (N=)	SIGNIFICANCE (P=)	EFFECT (R=) NOTED ONLY FOR THOSE WHERE P<.05
Q5. I can use a wide range of teaching approaches in an online course	10	2	8	.017	-0.378
Q7. I am thinking critically about how to use technology in my course	9	0	11	.005	-0.443
Q12. I feel confident making technology decisions that support my pedagogy	12	1	7	.003	-0.469
Q14. I have a professional development plan that addresses desired change in my teaching practice	11	1	7	.019	-0.371
Q15. I am confident about my ability to design an online course	8	2	9	.052	-0.306
Q16. I am confident about my ability to facilitate an online course	10	2	8	.021	-0.365



1. What competencies or strengths have you discovered that will continue to be part of your teaching practice?
2. What opportunities for development did you discover?
3. What are your personal learning goals?
4. What pedagogies and technologies are you inspired to explore further?
5. What was the most impactful learning you had during our time together?
6. What 3 wishes to do you have for your future related to teaching and learning?

THEMES	CODES
Shifting from the impossible to the possible	Affordances of technology Benefits of online learning Re-evaluate I/we can do it
A leap of faith	Take risks Vulnerability Perseverance Trust - students and tech
Better together	Community Collaborate Co-learning Culture Connection Shared experience
Building for the future	Tech skills Pedagogy Learning design Teaching strategies Innovative practices Student centered education









# Better Together

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# Building for the future

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# Shared experience

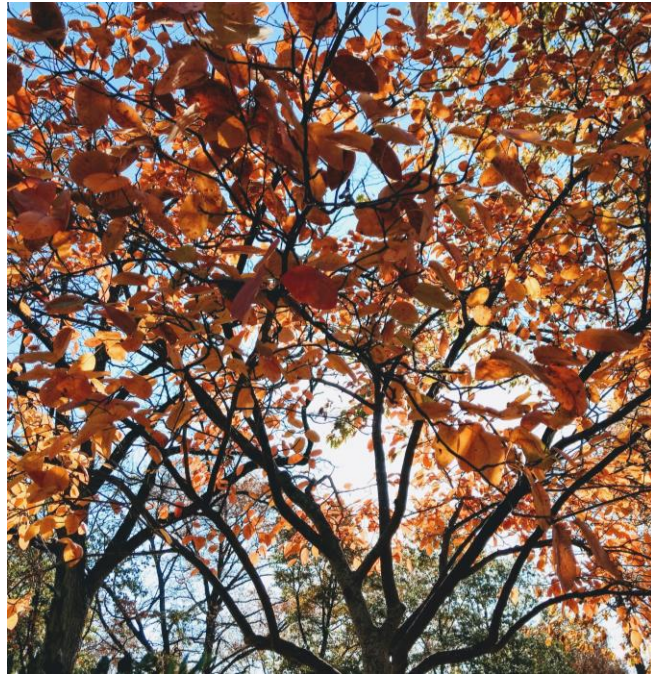
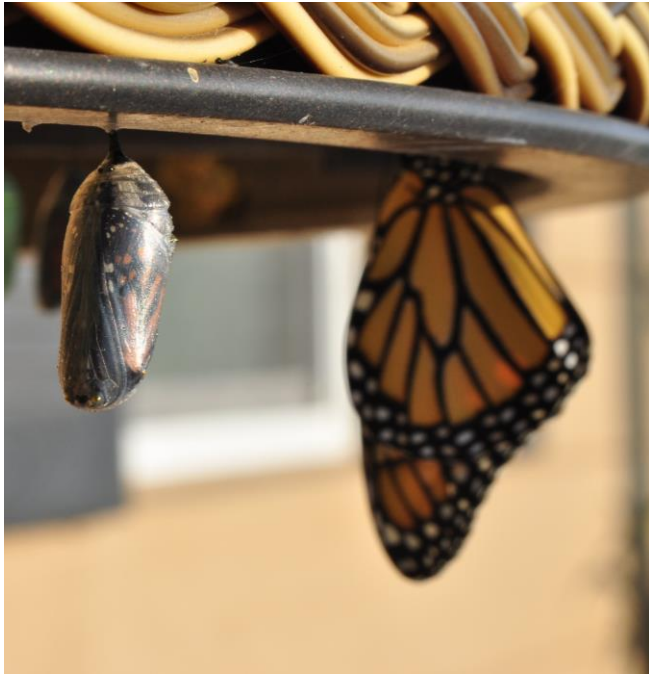
Research on effective faculty development indicates that creation of community where faculty share knowledge, reflect, collaborate and feel empowered to take action should be the goal (Brancato, 2003; Darling-Hammond & Richardson, 2009; Lawler & King, 2000).



# Growth

....appreciation promotes growth, conversation promotes change and positive emotional energy supports the achievement of change.  
Lewis et al., (2016)

# Significance



# For reflection.....



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How can we use information such as the elements presented today to support change at both the macro and the micro levels of Higher education?

What strengths do we bring as researchers and leaders, to supporting reform in higher education?



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