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

MEHIOCRITY
Individual barriers impacting change

- Comfort with current practice (Picciano et al., 2010)
- Impact on workload – time and effort (Brownell & Tanner, 2012; Lackey, 2011; Martins & Nunes, 2015, and Wingto 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)
• COVID19 serves as a disruptor to the delivery of education......and an opportunity to support faculty to move forward from experience
“Appreciative approaches focus on strengths and successes, using these as building blocks to further learning and growth” Cockell & MacArthur-Blair, 2012, p196)
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).
My study

Mixed Methods Case study

Pre post survey to assess shifts in self-assessment

Rich Story

Peer interviews, Visioning, personal reflections and course evaluation
## Research Process

<table>
<thead>
<tr>
<th>Phase I</th>
<th>Phase II</th>
<th>Phase III</th>
<th>Phase IV</th>
<th>Phase V</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Population-HE faculty</strong></td>
<td><strong>Pre PD self-assessment</strong></td>
<td><strong>AI based professional development</strong></td>
<td><strong>Post PD self-assessment</strong></td>
<td><strong>Data Analysis</strong></td>
</tr>
<tr>
<td>Inclusion: &lt;2 yrs exp teaching online</td>
<td>- Demographics</td>
<td>- Peer interviews</td>
<td>- Likert scale questions</td>
<td>- Quantitative</td>
</tr>
<tr>
<td>PT/FT position</td>
<td>- Likert scale questions</td>
<td>- Group session notes</td>
<td>- Open ended questions</td>
<td>- Qualitative</td>
</tr>
<tr>
<td>Moderately engaged in practice development</td>
<td>- Open ended questions</td>
<td>- Participant reflection assignments</td>
<td>- Course evaluations</td>
<td>- Compare methods and pre post data</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Test</th>
<th>Mean</th>
<th>Std Dev</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instrument pre</td>
<td>61.8</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Instrument post</td>
<td>66.4</td>
<td>7</td>
<td>0.011</td>
</tr>
<tr>
<td>Skills pre</td>
<td>15.0</td>
<td>2.17</td>
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<tr>
<td>Skills post</td>
<td>15.95</td>
<td>2.43</td>
<td>0.069</td>
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<tr>
<td>Knowledge pre</td>
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<td>3.05</td>
<td></td>
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<tr>
<td>Knowledge post</td>
<td>25.95</td>
<td>2.39</td>
<td>0.033</td>
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<tr>
<td>Attitude pre</td>
<td>22.55</td>
<td>4.04</td>
<td></td>
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<tr>
<td>Attitude post</td>
<td>24.50</td>
<td>3.10</td>
<td>0.008</td>
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</table>

N=20

CIDER/COHERE June 2021
<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>POS SUM (N=)</th>
<th>NEG SUM (N=)</th>
<th>TIES (N=)</th>
<th>SIGNIFICANCE (P=)</th>
<th>EFFECT (r=) NOTED ONLY FOR THOSE WHERE P&lt;.05</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q5. I can use a wide range of teaching approaches in an online course</td>
<td>10</td>
<td>2</td>
<td>8</td>
<td>.017</td>
<td>-0.378</td>
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<tr>
<td>Q7. I am thinking critically about how to use technology in my course</td>
<td>9</td>
<td>0</td>
<td>11</td>
<td>.005</td>
<td>-0.443</td>
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<tr>
<td>Q12. I feel confident making technology decisions that support my pedagogy</td>
<td>12</td>
<td>1</td>
<td>7</td>
<td>.003</td>
<td>-0.469</td>
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<tr>
<td>Q14. I have a professional development plan that addresses desired change in my teaching practice</td>
<td>11</td>
<td>1</td>
<td>7</td>
<td>.019</td>
<td>-0.371</td>
</tr>
<tr>
<td>Q15. I am confident about my ability to design an online course</td>
<td>8</td>
<td>2</td>
<td>9</td>
<td>.052</td>
<td>-0.306</td>
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<tr>
<td>Q16. I am confident about my ability to facilitate an online course</td>
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<td>2</td>
<td>8</td>
<td>.021</td>
<td>-0.365</td>
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</tbody>
</table>
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 do you have for your future related to teaching and learning?
<table>
<thead>
<tr>
<th>THEMES</th>
<th>CODES</th>
</tr>
</thead>
</table>
| 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 |
NEW MINDSET
NEW RESULTS
Better Together
Building for the future
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).
appreciation promotes growth, conversation promotes change and positive emotional energy supports the achievement of change. Lewis et al., (2016)
Significance
For reflection.....

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?
References


• Betts, K., & Heaston, A. (2014). Build it but will they teach? Strategies for increasing faculty participation & retention in online & blended education. Online Jou


• Lackey, K. (2011). Faculty development: an analysis of current and effective training strategies for preparing faculty to teach online. Online Journal of Distance Learning Administration, 14(4).


