



Minerva Access is the Institutional Repository of The University of Melbourne

Author/s:

Mahat, M;Imms, W

Title:

Managing Change in Innovative Learning Environments: Facilitator Guide

Date:

2020

Citation:

Mahat, M. & Imms, W. (2020). Managing Change in Innovative Learning Environments: Facilitator Guide. Melbourne Graduate School of Education, The University of Melbourne.

Persistent Link:

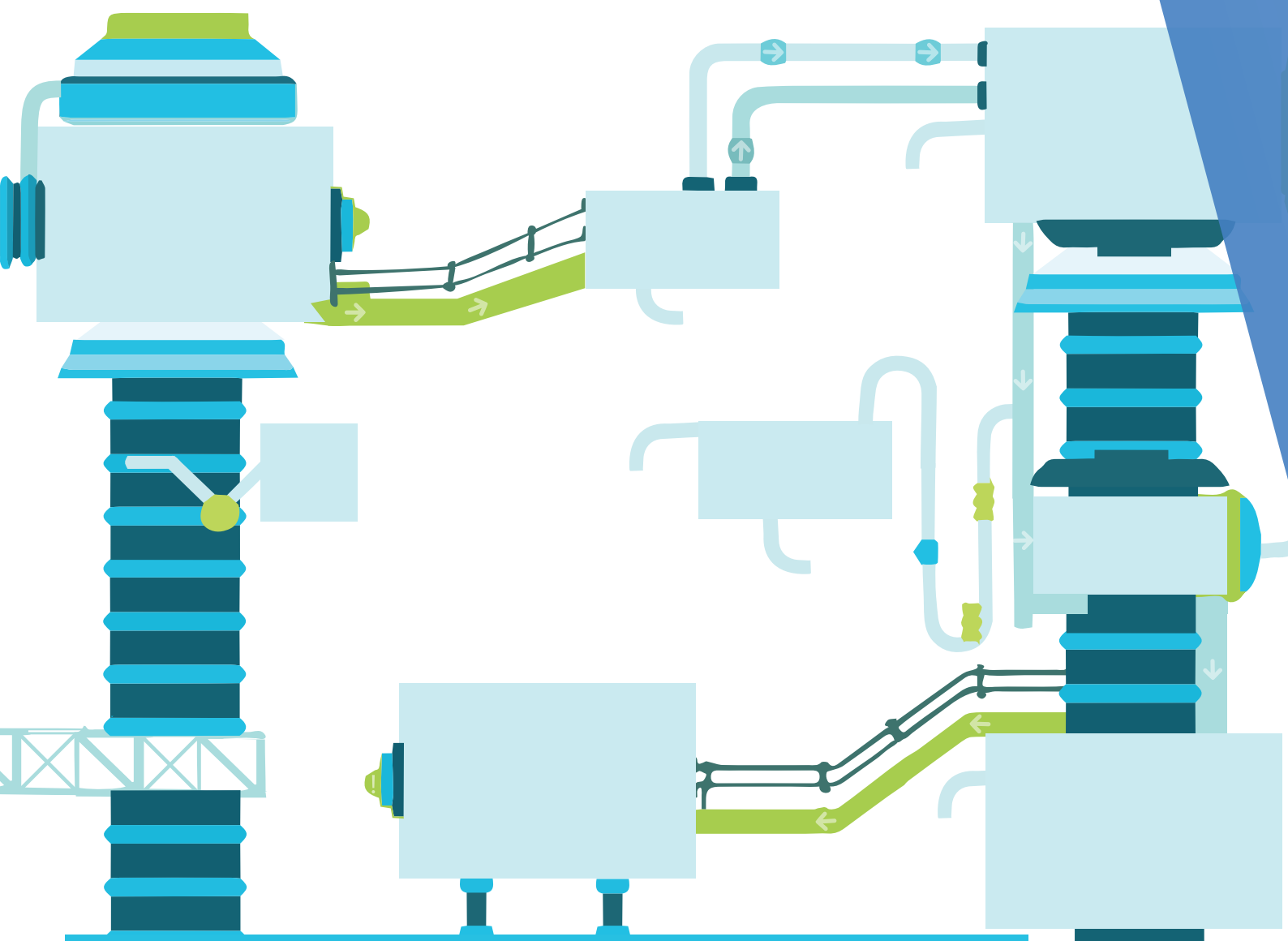
<https://hdl.handle.net/11343/247028>



THE UNIVERSITY OF
MELBOURNE

MANAGING CHANGE IN INNOVATIVE LEARNING ENVIRONMENTS

FACILITATOR GUIDE



Australian Government
Australian Research Council





Managing Change in Innovative Learning Environments: Facilitator Guide

ILETC (2020). *Managing Change in Innovative Learning Environments: Facilitator Guide*. Melbourne: University of Melbourne. Retrieved from: <https://doi.org/10.46580/124322>

ARC Linkage project (2016-2019)

© Innovative Learning Environments & Teacher Change, LEaRN, The University of Melbourne, 2020.

This publication copyright is held by Innovative Learning Environments & Teacher Change, LEaRN, The University of Melbourne. This work is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License.

This research is supported by Australian Research Council's Linkage Projects funding scheme (project LP150100022). The views expressed herein are those of the authors and are not necessarily those of the Australian Research Council.


Acknowledgments

We would like to acknowledge the co-designers of the workshop: Allison Edwards, Dion Tuckwell and Professor Lisa Grocott from WonderLab, Monash University, in collaboration with the ILETC project directed by Associate Professor Wesley Imms. The workshop has been adapted as a professional development tool by Dr Marian Mahat, author and developer of the facilitator's guide. We would also like to thank the Australian Science and Mathematics School (South Australia), the Anglican Church Grammar School (Queensland) and Woodleigh School (Victoria) for their feedback and support in trialling the workshops with their teachers.

Images used throughout this document © ILETC Project, The University of Melbourne except in MM01, which are sourced from unsplash.com

CONTENTS

OVERVIEW	4
FACILITATOR'S CHECKLIST	5
STEP-BY-STEP GUIDE	6
RESOURCES	8



OVERVIEW

WHAT IS IT?

The Managing Change in ILEs workshop focuses on examining what types of supports are required to enable teachers to undertake change in their practices. The design thinking activities help participants visualise metaphors to help them describe the conditions in which changes in practice take place. These activities also describe the ideal system that would support teachers adapting and transitioning into innovative learning environments.

HOW DID WE COME UP WITH IT?

The Managing Change in ILEs workshop was developed using design thinking principles that engage participants directly with ambiguous prompts yet tangible materials. These workshops usually move participants between divergent, expansive thinking exercises and convergent, solution-oriented modes of thinking. Using visual metaphors helps participants understand unfamiliar problems or concepts by juxtaposing them with known situations. As an approach, they are useful for communicating a lot of information in simple and subtle terms, and have been used to great effect.

The workshop begins with the assumption that developing a system of support will assist teachers in using space as a pedagogic tool. Providing support for teachers may enhance their capacity for change that involves learning and improvement, while also encouraging teachers to become agents for change. The overarching aim is to make meaningful and sustainable improvements to student learning.

HOW WILL IT BENEFIT YOU?

The design thinking workshop is about identifying the range of supports that is needed to enable change in teacher practices so that meaningful and sustainable improvements can be made to student learning in the context of innovative learning environments. Specifically, the workshop can provide teachers and school leaders with information to:

- identify the intrinsic and extrinsic motivations for change to occur;
- identify enablers, such as tools, equipment and resources, that allow change to take place; and
- make explicit links on how a change in teacher practices can lead to improvements in student learning.

WHAT DOES SUCCESS LOOK LIKE?

Teachers come away from the workshop feeling that they are supported in their transition into innovative learning environments. The workshop enables participants to identify common issues that they grapple with and evokes teachers' agency to enact change. The workshop is collaborative in nature, consequently factors that facilitate change emerge from teachers' collective knowledge and from multiple perspectives. Teachers also leave with a sense of optimism—that they can create change and have the confidence that new and better things are possible, and with permission to fail but learn from their mistakes.

WHERE CAN I GET MORE INFORMATION?

For more information about the workshop, please see:

Mahat, M., Grocott, L., & Imms, W. (2017). "In the real world...": Teachers' perceptions of ILEs. ILET phase 1 teacher workshops. Melbourne: University of Melbourne, LEARN, Retrieved from: <http://hdl.handle.net/11343/194339>



FACILITATOR'S CHECKLIST

TIME

Allow a minimum of two hours for this workshop.

WORKSHOP VENUE

Prepare an area that can accommodate whole group interaction as well as tables and chairs for small group collaboration of three to five participants during the activity.

PARTICIPANTS

Participants are organised into groups of three to five participants. It is recommended to have a maximum of four to five groups (maximum of 20 participants) per facilitator.

MATERIALS TO PURCHASE

- Glue stick
- Pens

PREPARATION

Code	Item ¹	Format/Preparation	Quantity
MM01	Visual metaphors	A4, double-sided, cut to size	One set per group
MM02	Audri's Monster Trap https://www.youtube.com/watch?v=IM-boI4cOAuQ	N/A	N/A
MM03	Magical Mystery Change Contraction	A2, single-sided	One per group
MM04	Magical Mystery Change Contraction Cards	A4, single-sided, cut to size	One set per group
MM05	Action plan	A4, single-sided	One per person/group
MM06	Pen	To purchase	One per group
MM07	Glue sticks	To purchase	One per group

¹The resources are supplied at 1:1 scale and should be printed at 100% of the original page size. The 'Choose paper source by PDF page size' on PC and 'Scale to fit paper size' on OSX in Adobe Acrobat will automatically print multiple page sizes automatically. For more information, please visit <https://helpx.adobe.com/acrobat/kb/print-mixed-page-sizes-acrobat.html>

STEP-BY-STEP GUIDE

As the facilitator, think of what you would like your participants to get out of this. It could be one or a combination of objectives including: identifying the intrinsic and extrinsic motivations for change to occur; identify enablers, such as tools, equipment and resources, that allow change to take place; and make explicit links on how a change in teacher practices can lead to improvements in student learning.

The following steps provide a ‘script’ that you could follow when running the workshop. It also provides the recommended time and required resources for each step. You can amend it to suit the audience and/or objective that you have developed prior to the workshop.



BEFORE THE WORKSHOP

[10 mins]

MM01, MM03, MM04, MM06, MM07

- » Decide your overall aims for the workshop – what you would like participants to get out of it.
- » Set up a laptop and projector to show a video of Audri’s Monster Trap (<https://www.youtube.com/watch?v=IMbol4cOAUQ>) for step 2.
- » Place workshop materials (MM01, MM03, MM04 MM07) and pens (MM06) on the middle of the tables. One set per group.
- » Welcome participants and direct them to their groups/tables.



STEP 1: DISCOVER

[20 mins]

MM01

Each person selects one image that you would associate with the idea of change. In groups of three to five, share with the group why you have selected the specific visual metaphor.



Discussion prompts:

- » Why have you selected this visual metaphor? What is the change?
- » What feelings does it evoke?



STEP 2: REFLECT

[15 mins]

MM02

Watch Audri’s Monster Trap. In a group, discuss the components of a machine that can result in a successful transition to an innovative learning environment. This should begin with the stated goal (in this example, trap a monster) and the required elements, including the motivation, for the transition to take place (in this case example, rope, ball, etc.). Discuss the chances of success and failure.



Tip for facilitators:

- » A Rube Goldberg machine is a machine intentionally designed to perform a simple task in an indirect and overly complicated way. Usually, these machines consist of a series of simple unrelated devices; the action of each triggers the initiation of the next, eventually resulting in achieving a stated goal. The aim of this exercise is to get participants to reflect on the impact one small change can have in order to achieve a goal.



Discussion prompts:

- » What are the chances of success? Provide a rationale.





STEP 3: IDEATE

[30-45 mins]

MM03, MM04, MM06, MM07

In your groups, develop your own Magical Mystery Change Contraption to visualise your ideal change contraption that would support teachers to undertake a change in their practices in innovative learning environments. Be specific—annotate with examples of how this might work.



Discussion prompts:

- » What is the goal of the transition?
- » What are the elements needed for a successful transition?



STEP 4: EVOLVE

[30 mins]

MM05, MM06

Develop an action plan to implement your 'change contraption' at individual or school levels. Includes timelines, resources required and desired outcomes.



Tip for facilitators:

- » Distribute the Action Plan (MM05). Depending on the aims you developed prior to the workshop, this could be an individual or group activity.



Discussion prompts:

- » What are some of the challenges for implementation?
- » What does success look like?



ACTION PLAN

	Goal/Strategy
Tasks	
Responsibility	
Timeframe	
Resources	
Evidence of improvements	



Write about a time your teaching practice changed

What changed and why?

What/who most influenced that change?

What would you say the ratio of successes to failures was?
Do you see this as a positive or negative thing?

Write about a time your teaching practice changed

What changed and why?

What/who most influenced that change?

What would you say the ratio of successes to failures was?
Do you see this as a positive or negative thing?

Write about a time your teaching practice changed

What changed and why?

What/who most influenced that change?

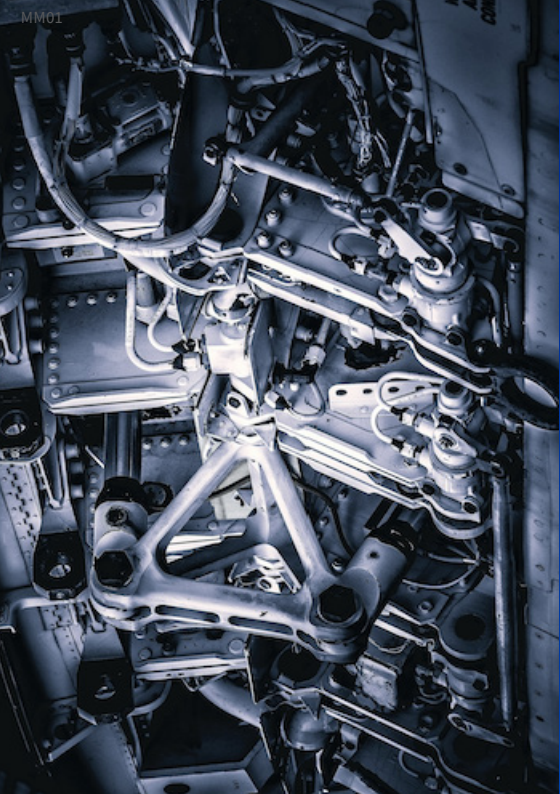
What would you say the ratio of successes to failures was?
Do you see this as a positive or negative thing?

Write about a time your teaching practice changed

What changed and why?

What/who most influenced that change?

What would you say the ratio of successes to failures was?
Do you see this as a positive or negative thing?



Write about a time your teaching practice changed

What changed and why?

What/who most influenced that change?

What would you say the ratio of successes to failures was?
Do you see this as a positive or negative thing?

Write about a time your teaching practice changed

What changed and why?

What/who most influenced that change?

What would you say the ratio of successes to failures was?
Do you see this as a positive or negative thing?

Write about a time your teaching practice changed

What changed and why?

What/who most influenced that change?

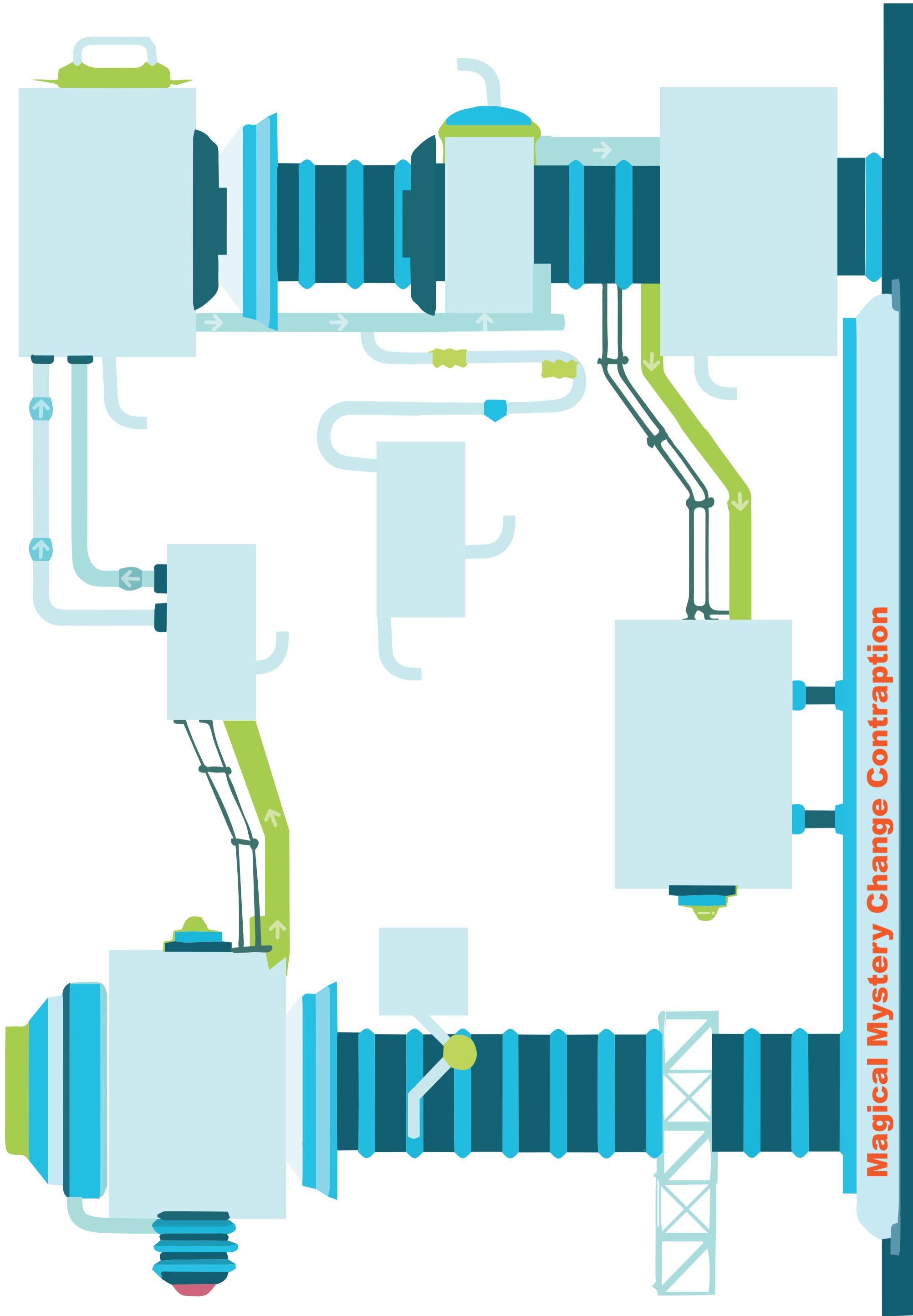
What would you say the ratio of successes to failures was?
Do you see this as a positive or negative thing?

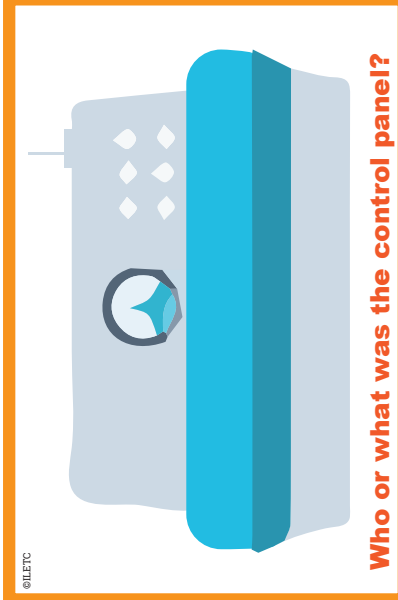
Write about a time your teaching practice changed

What changed and why?

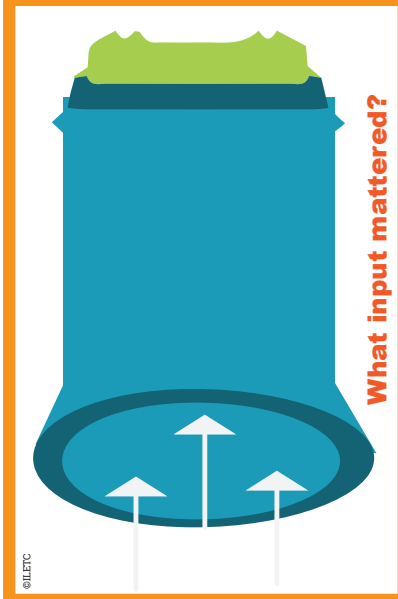
What/who most influenced that change?

What would you say the ratio of successes to failures was?
Do you see this as a positive or negative thing?

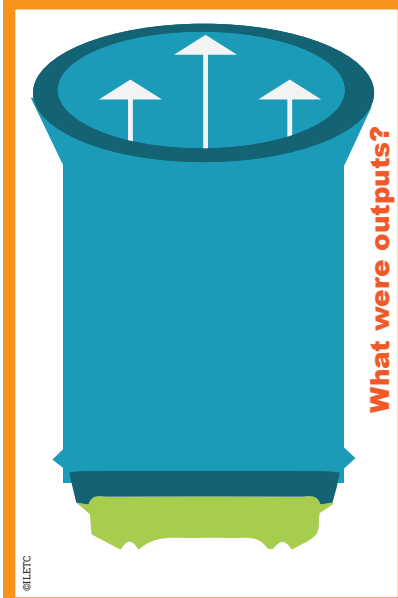




Who or what was the control panel?



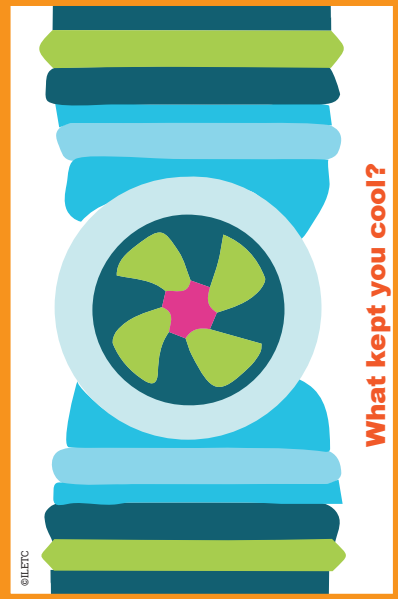
What input mattered?



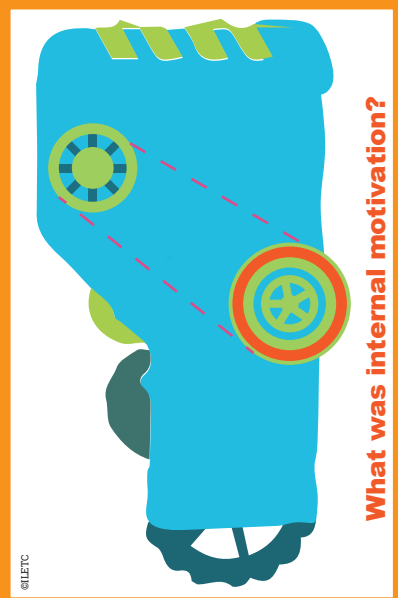
What were outputs?



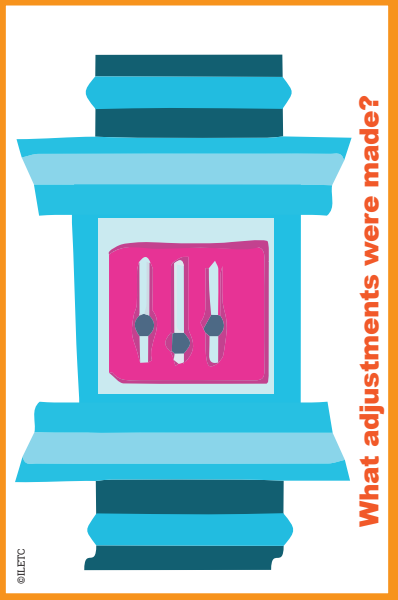
What/who lit your fire?



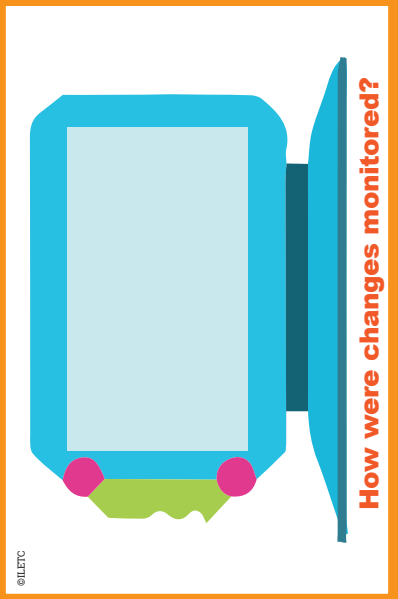
What kept you cool?



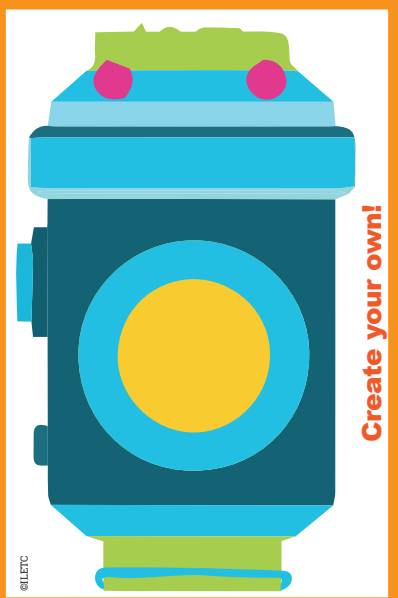
What was internal motivation?



What adjustments were made?



How were changes monitored?



Create your own!



Stuck



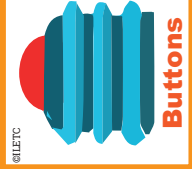
Rewards



Lightbulb



Alerts



Buttons



Time



Power



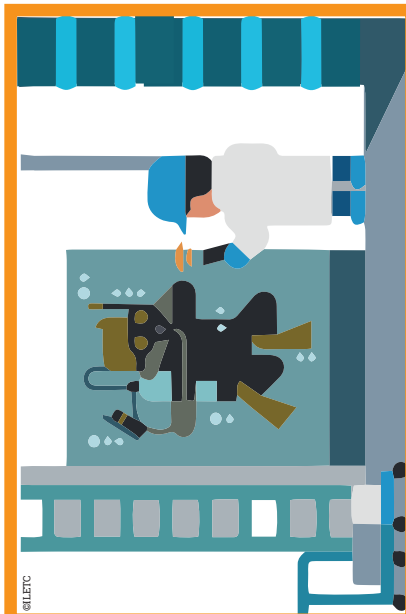
Steam



Good



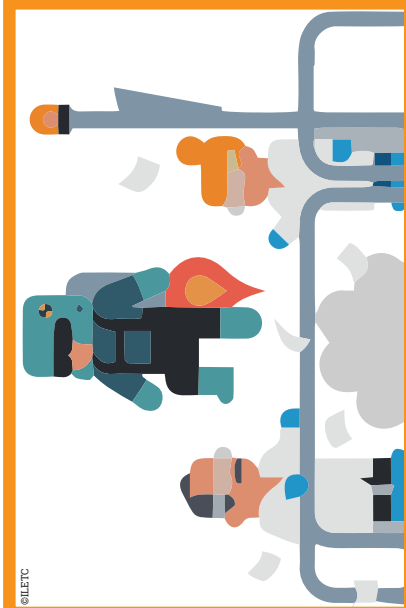
Bad



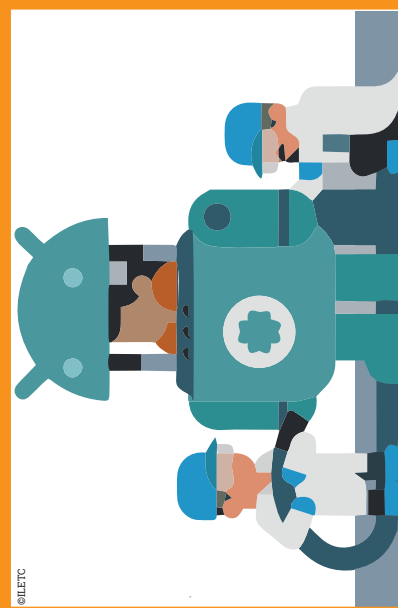
©ILETC



©ILETC



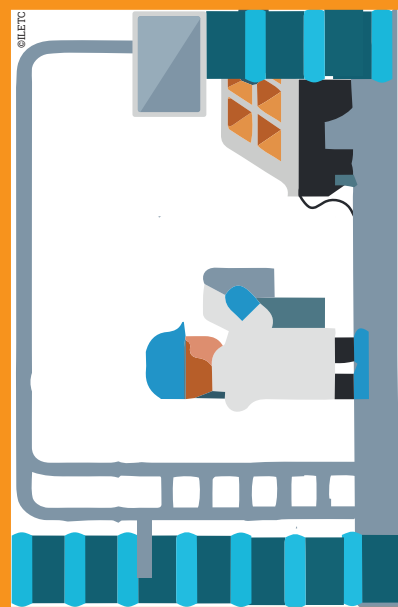
©ILETC



©ILETC



©ILETC



©ILETC



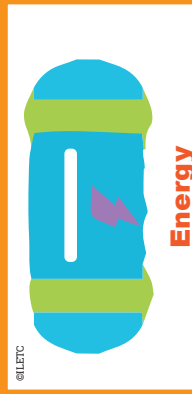
©ILETC

Communication



©ILETC

Oil



©ILETC

Energy



©ILETC

Observation



©ILETC

Gears



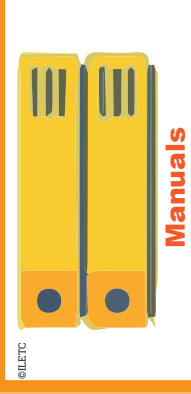
©ILETC

Pressure



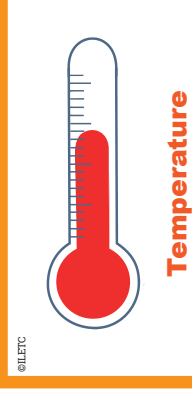
©ILETC

Loose Bolts



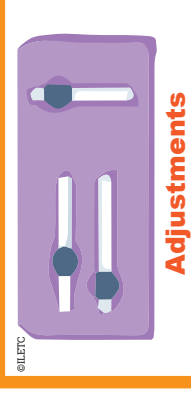
©ILETC

Manuals



©ILETC

Temperature



©ILETC

Adjustments



ACTION PLAN

Goal/Strategy

Tasks

Responsibility

Timeframe

Resources

Evidence of improvements

