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Stages of Concern: A Facilitator's Reaction to Implementing the RSD in a Community of Practice

Stages of Concern:

A Facilitator's reaction to implementing the RSD in a Community of Practice

Presented by:

Sylvia Tiala – UW Stout

» Tuesday, 12 December 2017

OVERVIEW

AIMS – INSTRCTORS REACT TO INSTITUTIONAL CHANGE

» 2013 University shifts teaching ➡ emerging research institution

» CORE Committee charged with professional development
  ◇ Faculty integrating undergraduate research into courses
  ◇ CoP – members represent all 4 colleges

WHAT WAS DONE

» RSD was used in Community of Practice (CoP)
  ◊ 12 unique faculty over 2 years

» Stages of Concern Questionnaire – 2 year period
  ◊ George, Hall and Stiegelbauer (2006)
  ◊ Beginning, middle and end of each year

WHAT WAS FOUND

» Concerns changed over time
» External factors – administration/reorganization impact
» Self efficacy impacts concerns
» Data collection methods are critical

WHAT THIS MEANS

» Consider efficacy-based concern models
» Collect more individual and large group data

1.

INTRODUCTION

RSD – Community of Practice

» Respond to Chancellor's charge to CORE committee
  ◊ professional development for faculty
  ◊ implemented by fall 2014
  ◊ integrate with system-wide initiative
» Improve student research/critical thinking
» Incorporate undergraduate research into courses WiSCUR
  ◊ Part of state-wide/system-wide initiative
  ◊ Grant – funded across the UW - system

Concerns

» Confidence - leaders & participants
» Exposure to the RSD – limited
» Ability to integrate effectively into class/program
  ◊ course/program/department integration
  ◊ reasonable expectations
» Inexperienced leaders helping guide novice faculty
» Ability to get participants to collect needed data
» Feedback from students

Supports

» Directive from Chancellor
» Nakatani Teaching and Learning Center
  ◊ minimal stipend
  ◊ layout and structure expectations
  ◊ measurement component
» Motivated CoP participants
» Integrated personally identified academic setting
» Willison – workshop & email

2.

THEORETICAL FRAMEWORK

RSD Framework for CoP

» Theoretical framework – research-based
» Faculty willingness to explore
» Scalable – lesson, course, program
» Research language (lingua franca)
   ◊ common terminology regardless of discipline
   ◊ student autonomy – helped describe research as process
   ◊ research "defined"

Stages of Concern Questionnaire

» Theoretical Framework – Research based
» Response to innovation focus of 1960s & 1970s
   ◇Frances Fuller (1969) work
   ◇Innovation developed externally
   ◇Outcomes typically didn't occur as intended

» 1970s – Development Center for Teacher Education
   ◇University of Texas
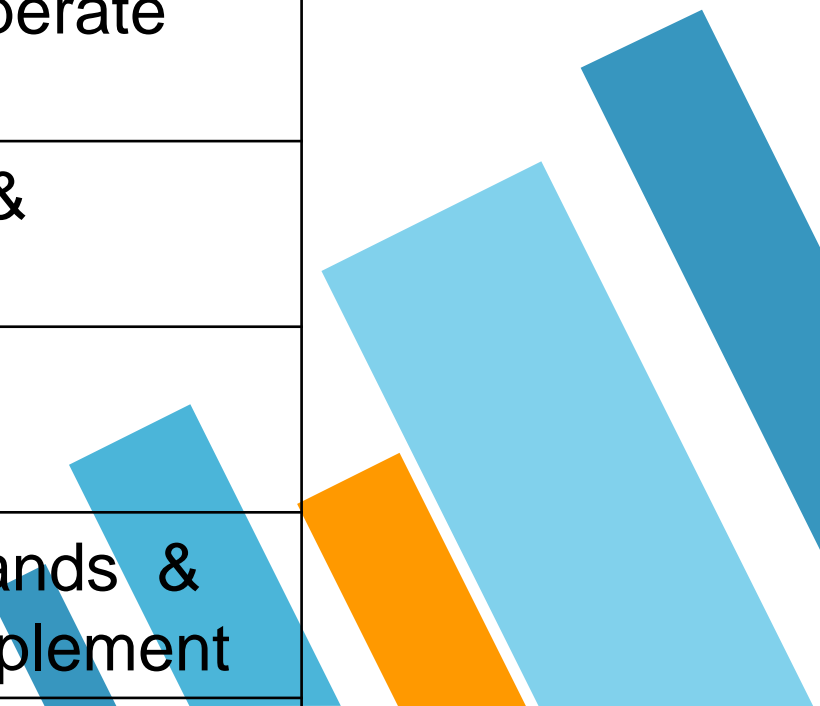   ◇Focus on teacher/college faculty & educational innovation

Assumptions

» Change is a process
  ◇ Movement through the stages
      ◇ One type of concern intensely
      ◇ Subsites while another type emerges
» Change is personal
      ◇ Concerns vary depending on user experience
      ◇ Some aspects more important at any given time
» Organization doesn't change until individuals in organization change

Stages of Concern (George, Hall, Stiegelbauer, 2006, pg 8.)

Impact	6	Refocusing – increase benefits, revise/replace
	5	Collaboration – coordinate & cooperate with others
	4	Consequence – impact students & changes for improvement
Task	3	Management – focus on tasks & processes to implement
Self	2	Personal – uncertain about demands & ability to meet requirements to implement

Cheung, Hattie & Ng (2001):

» Questioned
  ◊ reliability of Hall's (1976) – 35 questions SoC model
  ◊ content relevance, representativeness & criterion relatedness
» 3 alternative models ≠ good alternative
  ◊ Bailey & Palsha (1992) - 35 item model
  ◊ Bailey an Palsha – 15 item model
  ◊ Shotsberger & Crawford (1996) 27 – item model
» Conclude
  ◊ analyze data for reliability & construct validity
  ◊ developmental progression through 5 stages of concern
  ◊ propose 22 item – 5 stage model/stage 0 abnormal

Kwok - 2014

» Contextual information is critical
  ◊ experience, collaboration & resources

» Progression may not be linear

McKinney, Sexton & Meyerson (1999)

» Efficacy Based Change Model
  ◊ Efficacy (self beliefs) – can teach/can impact student learning
    ◊ internal & external causes/influencing factors
  ◊ Concerns – based change = self, task, impacts
  ◊ Innovation Stage = initiate, implement, refine
» Change = self efficacy + attribution (control & past success)
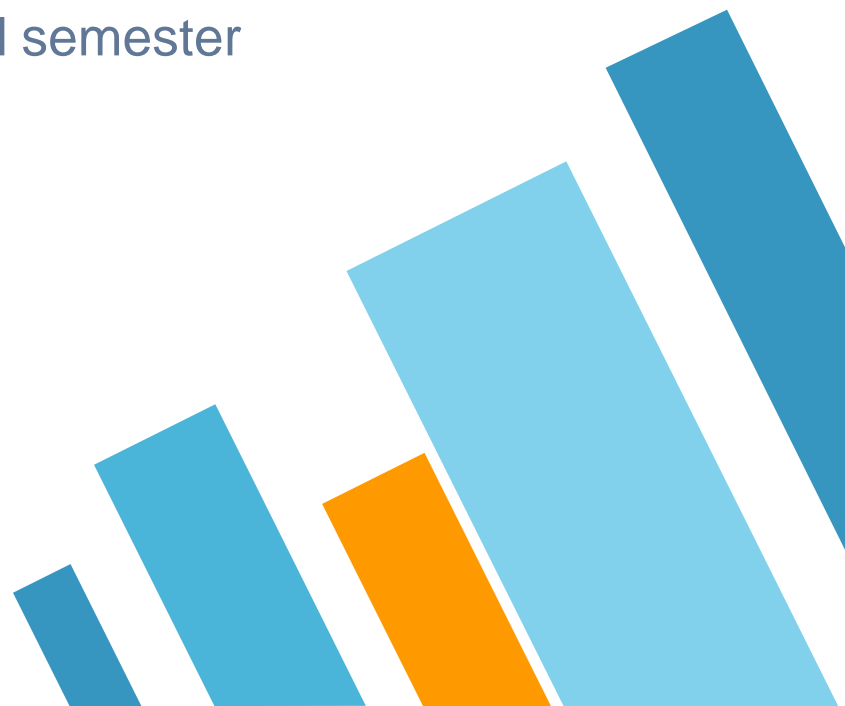» Change is complex & individual

3.

METHODOLOGY

RSD Community of Practice – 2 Years

» Led by 3 Faculty Members
» Attended 1 summer workshop
» 7 Participants meet bi-weekly first year (3 co-chair) & Library support
» 7 Participants second year 4 new to RSD (2 co-chair)
» Stages of Concern Questionnaire – beginning/middle/end semester

»Provide insight
  ◊Implementation effectiveness for institution
    ◊Data for NTLC – supports efforts
    ◊Data for CoP leaders

Participants Across Campus

» Academic Librarian
» Biology
» Education
» English & Philosophy
» Introductory Speech
» Journalism & Mass Communication
» Operations Management – Marya Wilson (not pictured)
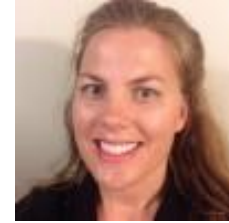» Political Science

Anne Kerber
Speech

Kitrina Carlson
Biology

Jessy Polzer
Academic Librarian

Sylvia Tiala
Education

Kate Edenborg
Journalism/Mass Com

Kim Zagorski
Political Science

4.

RESULTS

Facilitator Stages of Concern - 2 Year Period

Influencing Factors

» Awareness: novice status 1st year to leader 2nd year
» Information: RSD nuances & Monash/Willison
» Personal: university dynamics (chancellor & reorganization)
» Management: role and support constant
» Consequence: confidence, multiple contexts, relevance
» Collaborate: constructivism, CoP novices, similar goals
» Refocus: good fit, scalable, flexible across contexts & disciplines
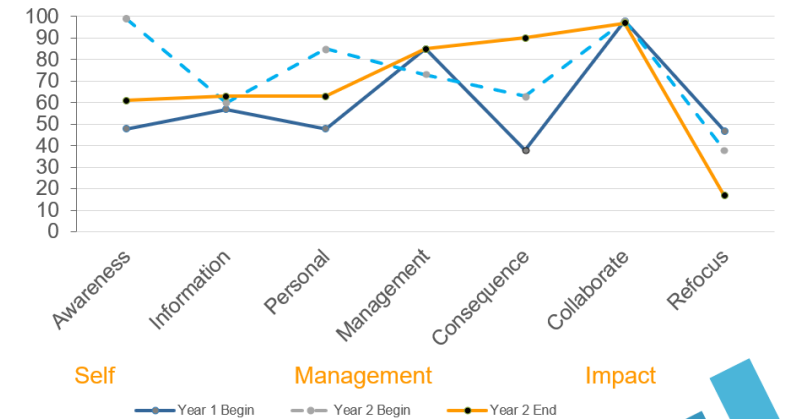
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CONCLUSIONS

Conclusions

» SoC Questionnaire accurately captured changes in concern
» Results need to be contextualized (Kwok, 2014)
» Self efficacy model elements should be considered
  ◇ (McKinney, Sexton & Meyerson, 1999)

Recommendations

» Larger number of participants – institutional view
» Consistent responses over time
   ◊ individual identifiers – track changes
   ◊ qualitative data in addition
        ◊ internal & external locus of control
        ◊ institutional support
        ◊ changes in self efficacy

6.

QUESTIONS & CONTACT INFORMATION

THANKS!

Any questions?

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- » http://www.uwstout.edu/faculty/tialas/

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CREDITS:
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