Note:

This is an annotated handout from a workshop that was offered in Cambridge, MA on September 30, 2016, during the Harvard Initiative for Learning and Teaching (HILT) Conference, http://hilt.harvard.edu/conference.

Creative Approaches and Nudges for Educational Development

HILT Conference: September 30, 2016
10:45am-12:00pm breakout session, Wasserstein Hall, Milstein 2019B

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In this session, we will explore how to develop new, creative, and research-based ideas for supporting instructors and leading initiatives, with examples for inspiration and discussion. Participants will:

- Develop new approaches to working with instructors that go beyond the ordinary, engage people in essential dimensions of teaching, and don't necessarily require extra time or resources.
- Tap into the wealth of perspectives offered by different academic disciplines—from physics to photography—to inform educational development efforts.
- Build a robust framework for inquiry and decision-making about supporting instructors and leading initiatives.

Martin Springborg

Part I. How are you thinking? From what disciplinary perspectives?

Examples of disciplinary thinking:

Physics	First Principles: What are we sure is true, and how can we build on that?
Photography	What do you see? What is not shown?
Literary Studies	Close reading: detailed observation coupled with inductive reasoning
Instructional Design	ADDIE process: analysis, design, development, implementation, evaluation
Computer Science	Algorithmic thinking: defining precise steps required for solving problems

EXERCISE:

- Find someone near you whose academic background is different from yours.
- Share: how do you think (approach problems, conduct inquiry, etc.) in each of your disciplines of origin?
- Apply: how could your partner's disciplinary perspective inform a program, service, or aspect of your educational development work?

Your partner's name & email: _____

Notes:

References and Resources:

- Allan, A. (2013). Evolving education. *Engineering & Science. Caltech Quarterly Magazine.* Fall 2013. Retrieved from http://viewer.zmags.com/publication/e9a5c23c?page=30#/e9a5c23c/30
- Ewald, W., & Lightfoot, A. (2001). *I wanna take me a picture: Teaching photography and writing to children*. Boston, MA: Beacon Press.
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- McKinney, K. (Ed.). (2013). *The scholarship of teaching and learning in and across the disciplines*. Bloomington, IN: Indiana University Press.
- Shulman, L. S. (1986). Those who understand: Knowledge growth in teaching. *Educational Researcher*, *15*(2), 4. doi:10.2307/1175860
- Springborg, M., & Horii, C. V. (2016). Toward a new creative scholarship of educational development: The teaching and learning project and an opening to discourse. *To Improve the Academy*, *35*(2), 197–221. doi:10.1002/tia2.20048 (archive: https://goo.gl/vLvDeH)

Part II. What is the subtext of your population's questions and comments?

FREE WRITING: Write or concept map quietly for 3 minutes about common and/or memorable questions and comments you've heard from instructors with whom you work. Try to keep going the whole time; continue recalling questions or comments you've encountered, recently or over time, even if you repeat yourself or include similar instances.

(Part II continued)

EXERCISE: Working with someone different than in Part I,

- Share: any common or interesting themes from your writing, especially any subtext you notice, or themes you might usually overlook.
- Discuss: what might it be like to make the subtext into the "main title"—a highlighted aspect of your educational development efforts?

Your partner's name & email: _____

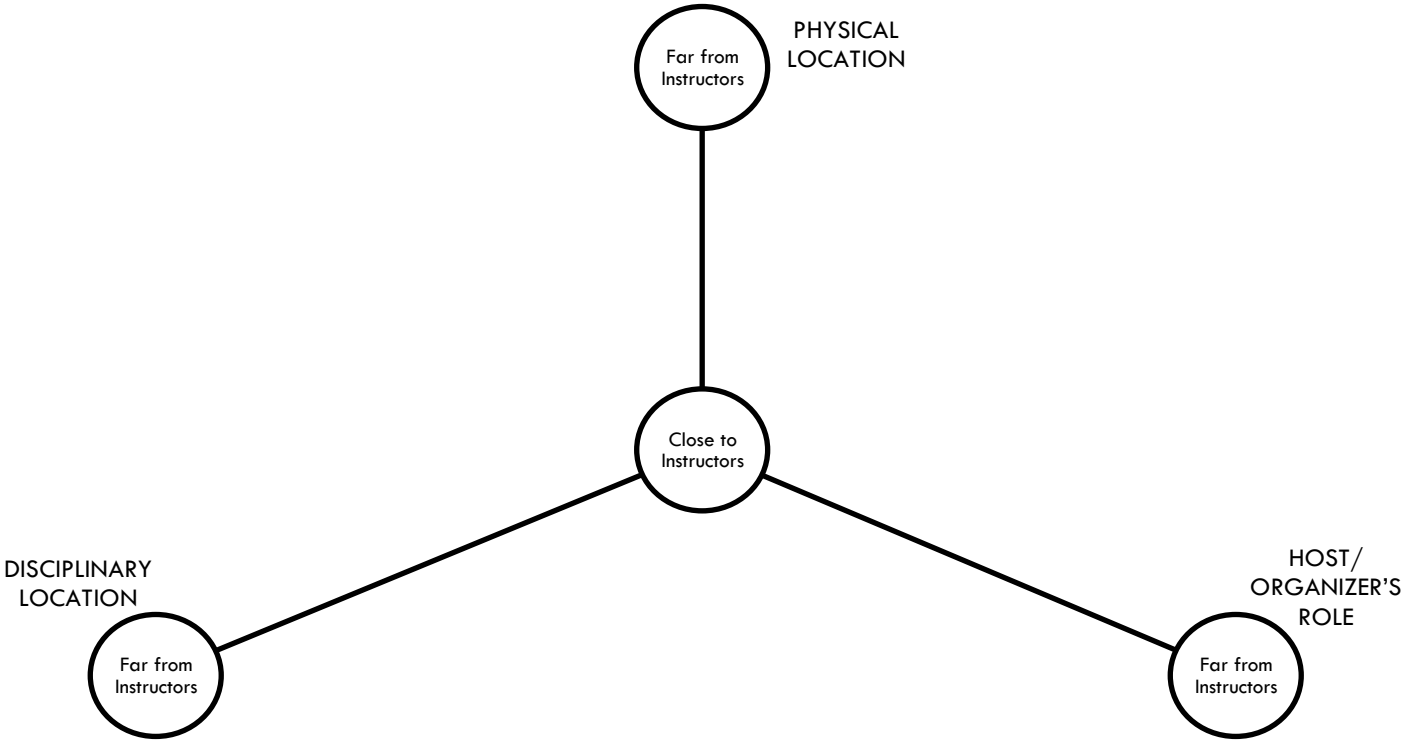
Notes:

References and Resources:

- Christa McAuliffe Prize for Courage and Excellence in Education: http://cehs.unl.edu/courage
- Chris Duffy, "You're the Expert:" http://www.chrisduffycomedy.com/youre-the-expert/
- Martin Springborg, The Teaching and Learning Project, https://springborgphoto.com/teaching-and-learning-project/

Part III. Where does educational development happen?

EXERCISE: Below, organize your educational development work according to where it happens—not just physically, but also in terms of the discipline and/or role serving as host. This visualization is instructor-centered: the closer to the middle, the closer to the instructors who are the intended participants in the educational development. However, close doesn't always mean better; consider this exercise an exploration of different kinds of "where" at play in our contexts.



DISCUSSION: all together

- Did you notice any patterns?
- Did you notice any opportunities (e.g., a program or service that could move)?
- What other thoughts do you have about "where" educational development happens?

References and Resources:

- Cook-Sather, A., Bovill, C., Felten, P., & Weimer, M. (2014). *Engaging students as partners in learning and teaching: A guide for faculty*. San Francisco, CA: Jossey-Bass.
- Horii, C. V., K. Redd, M. Ouellett, N. Finkelstein, A. Beach, D. Carlisle, S. Shadle, G. Weaver (2016). Collaborating at the centers: report from a STEM education transformation workshop involving leaders of centers for teaching and learning and STEM education centers. POD Network in Higher Education and Network of STEM Education Centers. http://podnetwork.org/content/uploads/Collaborating-at-the-Centers-Workshop-Report-20July2016.pdf
- Weaver, G. C., Burgess, W. D., Childress, A. L., & Slakey, L. (Eds.). (2016). *Transforming institutions: Undergraduate STEM education for the 21st century*. West Lafayette, IN: Purdue University Press.