TARGETED INSTRUCTIONAL CHANGE

ALICE OLMSTEAD

THANKS TO: NATASHA HOLMES, ED PRATHER, STEPHANIE CHASTEEN
SESSION GOALS

By the end of this session, you will be able to:

• Identify one or more successes from your past teaching.
• Articulate high-level goal(s) that can focus your efforts to improve your future teaching.
• Envision how ideas from this workshop or elsewhere could be integrated into your instructional approach to better advance your high-level goal(s).
• Provide support to others who are thinking about changing their instruction.
PART 1: PAST SUCCESSES
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An example from my teaching...
PART 1: PAST SUCCESSES

(1) Think of a moment when you felt successful in your past teaching. What happened?
(2) What about your instructional approach do you think led to that moment of success?
(3) Why was that moment meaningful to you? More formally, what high-level instructional goal of yours did it align with?
(4) How does your goal align with the Phys 21* goals?
*WHAT IS PHYS 21?*

Report that addresses:

- What are employers looking for from physics graduates?
- What are departments already doing to address those needs?
PHYS 21 GOALS

A. Physics-Specific Knowledge
B. Scientific and Technical Skills
C. Communication Skills
D. Professional/Workplace Skills
PHYS 21 GOALS

A. Physics-Specific Knowledge
B. Scientific and Technical Skills
C. Communication Skills
D. Professional/Workplace Skills

“Work collegially and collaboratively in diverse, interdisciplinary teams”
IDEALS DURING THIS ACTIVITY

- Work to figure out what matters to you and why, AND
- Support your peers in their learning

- How?
  - Let the prompts guide you
  - Work alone first
  - Discuss in *small* groups (groups of 3)
  - Make space, take space
  - Use “Both/And” thinking
  - Pay attention to power dynamics
PART 1: PAST SUCCESSES

Find your worksheets
& the list of Phys 21 goals
PART 1: DEBRIEF

• What did you learn about your neighbor’s instruction?
  – What successes have they noticed?
  – Why does this matter to them?
  – How does their goal align (or not) with the Phys 21 goals?
PART 2: UNREALIZED GOALS
PART 2: UNREALIZED GOALS

An example from my teaching (briefly)
PART 2: UNREALIZED GOALS

(1) What is a goal you wish you were closer to achieving? What keeps you up at night?
(2) How does this goal align with the Phys 21 goals?
(3) How have you tried to target this goal in your teaching so far?
(4) Which new strategies from this workshop could you use to target this goal in the future?
(5) What challenges do you anticipate?
(6) What supports or resources** could help you?
PART 2: UNREALIZED GOALS

(1) What is a goal you wish you were closer to achieving? What keeps you up at night?
(2) How does this goal align with the Phys 21 goals?
(3) How have you tried to target this goal in your teaching so far?
(4) Which new strategies from this workshop could you use to target this goal in the future?
(5) What challenges do you anticipate?
(6) What supports or resources could help you?

**more on this in later sessions!
PART 2: UNREALIZED GOALS

Work independently on Part 2, then discuss with a neighbor & be ready to share
PART 2: DEBRIEF

• What did you learn about your neighbor’s instruction?
  – What goal do they wish they were closer to achieving?
  – What new ideas are they thinking about trying out?
  – What resources or supports might help them?
WHAT’S NEXT?

Today:
• Free time & optional peer discussion
• Finding Helpful Information About Teaching: PhysPort & ComPADRE – Ellie Sayre
• Navigating Your Department Ecosystem to Solve Problems Beyond Your Classroom – Andy Rundquist

Tomorrow:
• Discovering the Resources for Solving Problems – Monica Plisch
• Final Planning for When I Get Back to My Classroom – Bob Hilborn