

Outlining the Main Impetus Behind Curricular Change

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Resistance Factors

Factors for adaptation

***Attitudes towards
learning***

***Phases of innovation &
change***

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Factors acting in University Innovation

SOCIAL SYSTEM



- Limitations coming from values, norms and social system structures can make difficult the dissemination or the adoption of new ideas

PROPER TO THE NATURE OF THE INSTITUTION



- Level of centralization
- Size and formal structure
- Levels of collegiability
- Communication System

PROPER TO THE EDUCATIONAL NATURE



- Specificity of the teaching task
- Diversity of learners
- Homogeneity/Diversity
- Diversity of purposes

**Uncertainty in
the results**

**Supplementary
Effort**

**Lack of
understanding
and appropriate
attitudes**

***IDENTIFICATION
OF ELEMENTS
RESTRICTING
INNOVATION***

**Rigidity in the
University
System**

**Lack of time for
response**

Insecurity

Restricting Factors

Home-made change

Lack of operational consistency

Costs too visible, benefits diluted

Gravity of the system

Limitations in the instruments

Others

Restricting Factors

Home-made change

- **Low level of profesionalisation**
- **Insufficient levels of training**
- **Deficit in communication among staff**
- **Reduced innovative environment**
- **Minimum levels of consultation**
- **Strong weight of former style**
- **Weak educational support**
- **Lack of institutional backing**

Restricting Factors

Home-made change

Lack of operational consistency

- **Reduced impact of innovations**
- **Inappropriate students attitudes**
- **Problems of discipline in the class**
- **Unsuccessful innovative experiences of others**
- **Unsuccessful innovative personal experiences**
- **Obstacles in the academic direction**

Restricting Factors

Home-made change

Lack of operational consistency

Costs too visible, benefits diluted

- **Possible consequences derived for oneself**
- **Complexity of the innovations themselves**
- **Difficulty of partial implementation**
- **Verification far from the actual results**
- **Perception of limited social impact or social importance**

Restricting Factors

- **Limitations in the educational legislation**
- **Demands of the academic curriculum**
- **Too much work in the daily programme.**
- **Lack of definition in the targets of the change**
- **Lack of adequate time to carry out the reform**

Gravity of the system

Limitations in instruments

Others

Restricting Factors

- **Limited resources in the material**
- **Lack of educational instruments**
- **Lack of suitable spaces**
- **Limited technological resources**
- **Lack of laboratories or spaces for self learning**

Limitations in instruments

Others

Resistance Factors

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change***

FACTORS IN THE DECISION TO INNOVATE

Consistency

Relevance

Operative domain

Expectations of efficiency

Follow up

FACTORS IN THE DECISIÓN TO INNOVATE

Consistency

- **Ajustment between foreseen innovation and present teaching practices**
- **Recognized value of the innovation**
- **Usefulness in relation to the educational framework**

FACTORS IN THE DECISION TO INNOVATE

Consistency

Relevance

- **Importance and value given to innovation**
- **Needs satisfied by innovation**
- **Perception of the efficiency of innovation**
- **Understanding of innovation at work**
- **Impact on the personal and professional projection**

FACTORS IN THE DECISION TO INNOVATE

- Innovation must be learned
- Pertinent awareness of operative domain
- Knowledge: to know what it is, to know how it is carried and to be able to do it.
- Need for a plan for action

Operative Domain

- Complex innovation requires training and adequate control
- Planned process : presentation, modeling, immediate experiences with *feedback* and backing/follow up of an expert tutor.

FACTORS IN THE DECISION TO INNOVATE

- ***Sense of efficiency and expectations of efficiency***
- **Believe in the relationship between action and result.**
- **Bidimensional aspect:**
 - a) General expectation of teaching efficiency**
 - b) Expectations of personal teaching efficiency**

Expectations of efficiency

Follow -up

FACTORS IN THE DECISION TO INNOVATE

- **Support foreseen and expected help: institutional environment, participation of staff**
- **Sharing of success and failure**
- **Mix between pressure and continuous follow up**
- **Improvement in the sense of self efficiency**
- **A good concept of personal achievements is an stimulating element and is needed for trying to improve teaching and learning practices**

Follow - up

Factors for resistance

Factors for adaptation

***Attitudes towards
learning***

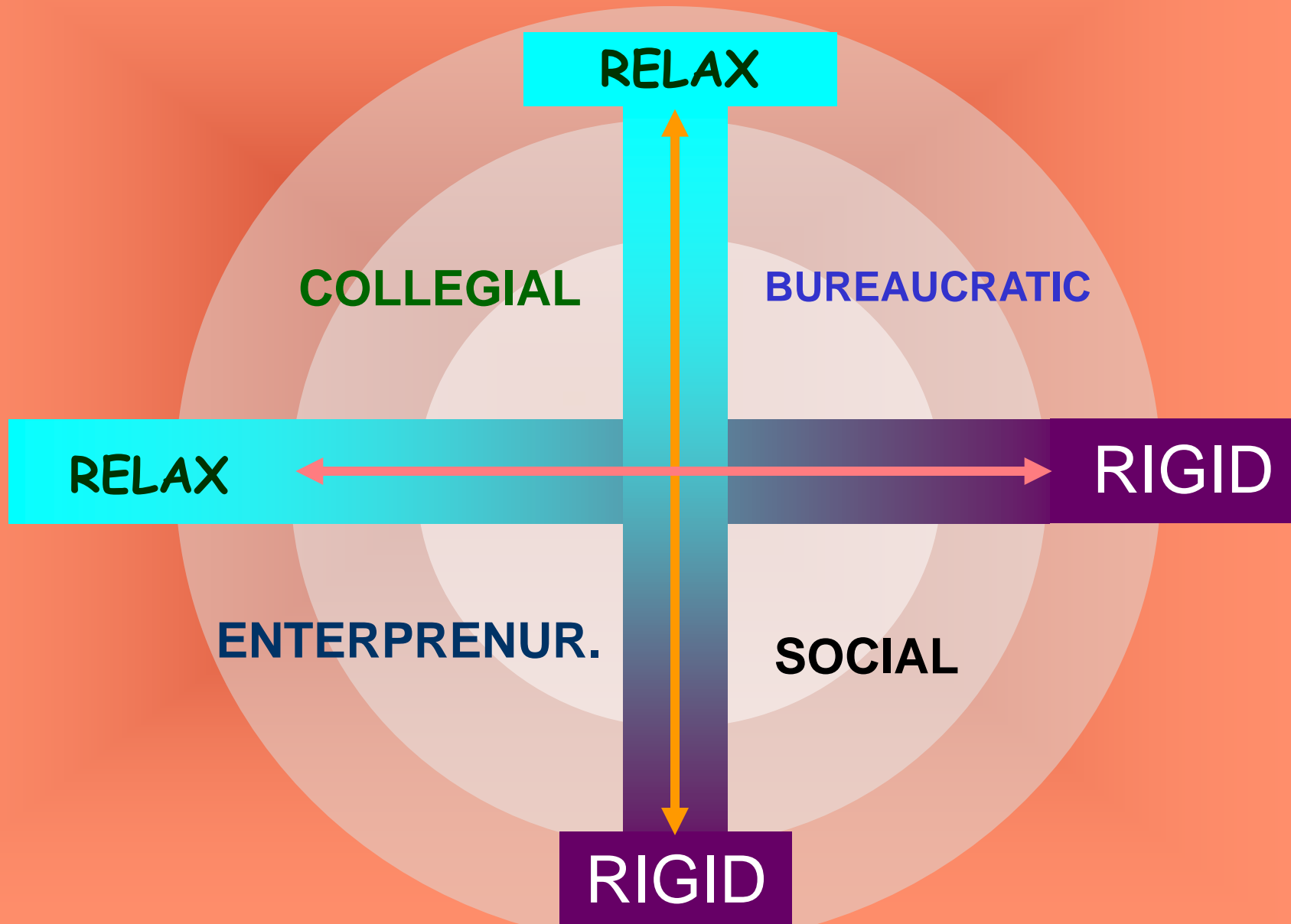
***Phases for innovation &
change***

Models of University as Organisation

McNay (2001).

DEFINITION OF ACTION

PRACTICAL DIMENSION
Institutional Leadership

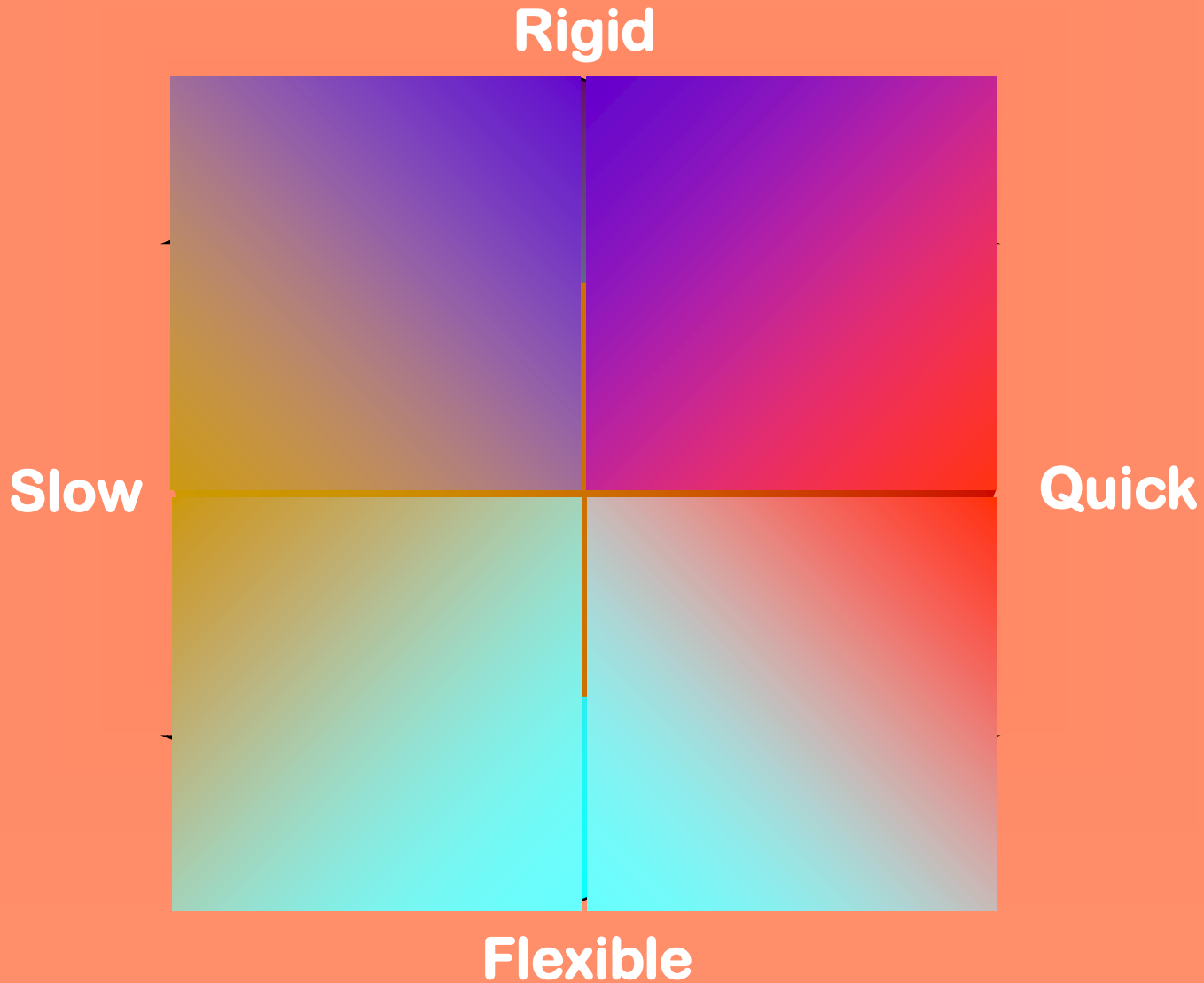


Types of learning

Wilson (1997)

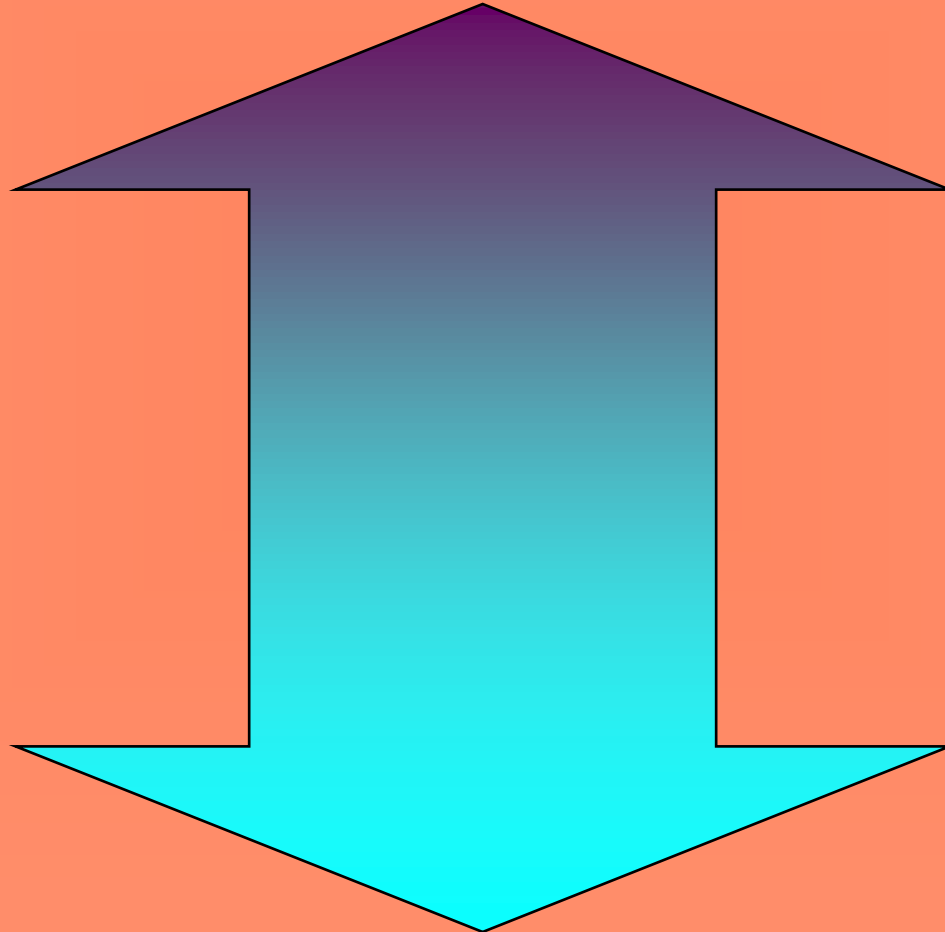
ATTITUDES TOWARDS UNLEARNING

**PROCESSES OF
UNLEARNING**



ACTTITUDES TOWARDS UNLEARNING

Rigid



Flexible

Styles in the process of learning

Wilson (1997)

Attitudes towards unlearning

Rigid



- Show attitudes contrary to change
- Desire to maintain status- quo
- Back traditional models
- Argument: the value of what has been proved against a new and experimental model.

Flexible

Styles of process of learning

Wilson (1997)

Attitudes towards unlearning

Rígido

- Consider that changes are needed and can be more positive for their own work and that of others.
- Flexible people have , normally more optimism about changes and about the future

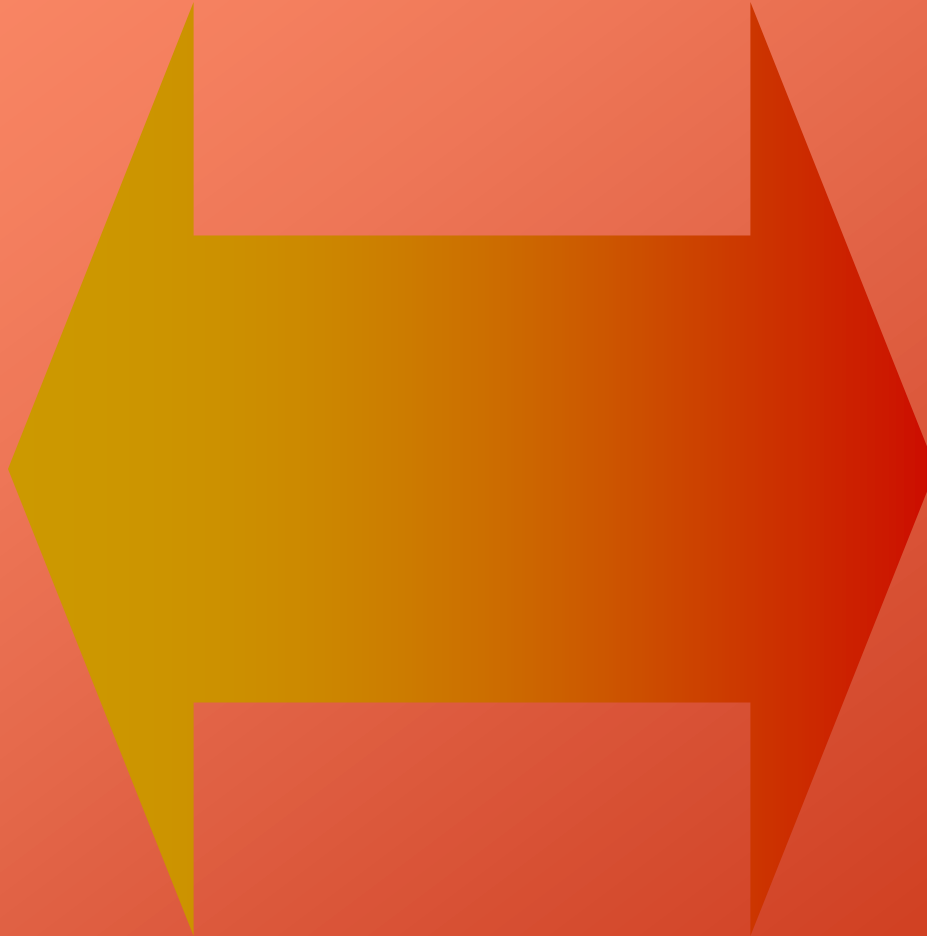
Flexible

Styles in the process of learning

Wilson (1997)

PACE OF LEARNING

Slow



Quick

Styles in the process of learning

Wilson (1997)

PACE OF LEARNING

Slow

- A teacher with slow speed of learning may show interest but needs time.
- Needs time to move beyond routine and think what to do and how to do it.
- With training and practice s/he will develop a change of style but needs security and practical experimenting.

Rápido

Styles in the process of learning

Wilson (1997)

PACE OF LEARNING

- Teachers with high speed of unlearning are able to abandon old habits and change them for new models
- They are capable of behaving and offering a positive impact to the students in relation to change.
- This quality of quick unlearning is very relevant for a moment of change and innovation.

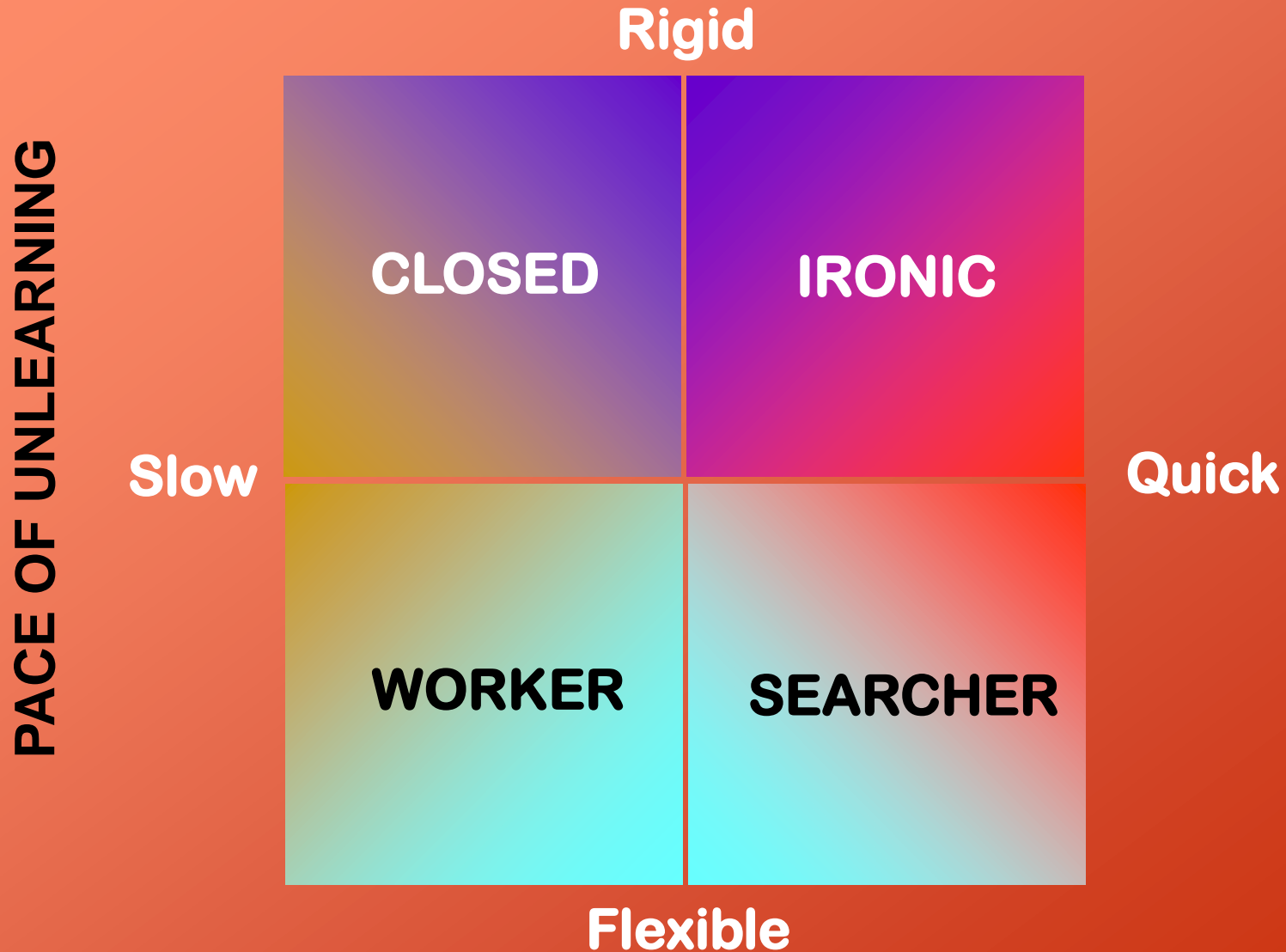


Quick

Styles in the process of learning

Wilson (1997)

ATTITUDES TOWARDS UNLEARNING

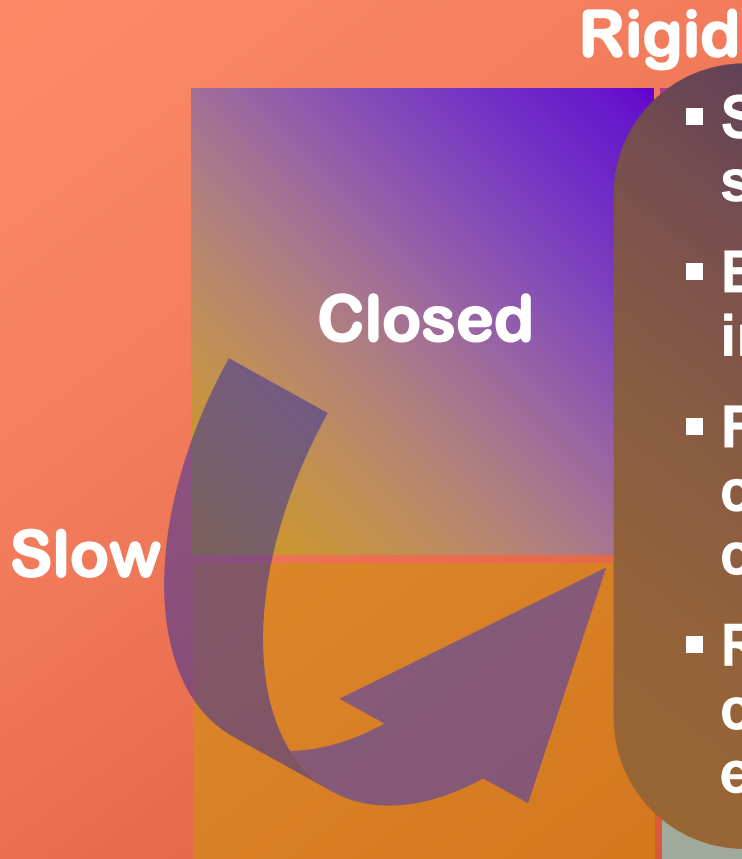


Styles in the process of learning

Wilson (1997)

ATTITUDES TO UNLEARNING

PACE OF LEARNING



- Show an attitude rigid and slow speed for unlearning
- Block any possible change or innovation.
- Feel at ease in the past , fear change and the possibilities to carry it through.
- Refuse any proposal for change and innovative experimentation

▪ If among those who need to lead the innovation there are these type of people, innovation will be very difficult

Styles in the process of learning

Wilson (1997)

ATTITUDES TOWARDS UNLEARNING

Rigid

- ***Are capable of quick learning but they show a negative or rigid attitude.***
- **They could do it if they wanted to but they have a negative attitude.**
- **They are capable to extend their irony and attitude to the other people.**

IRONIC

Quick

- **They constitute a problem when they occupy places which require leadership in innovation.**

Styles in the process of learning

Wilson (1997)

ATTITUDES TOWARDS UNLEARNING

PACE OF LEARNING



Slow

WORKERS

- They have a flexible attitude towards unlearning but they are slow.
- They show a positive attitude towards innovation. They consider it necessary and attractive.
- They understand the changes and where to carry them out but they need time to perform.

- They can be people more apt to be responsible of improvements in the methodologies and strategies of work.

Flexible

Styles in the process of learning

Wilson (1997)

ATTITUDES TOWARDS UNLEARNING

- They have a flexible attitude and a quick process of unlearning.
- They become models and points of reference for others.
- They are people with high innovative spirit.



Quick

- They are the most adequate people to lead innovation processes.

Flexible

Resistance Factors

Factors for adaptation

***Attitudes towards
learning***

***Phases of innovation &
change***

AWARENESS

1

2

STRAT. PLANING

3

ADAPTATION

*plan for innovation
& change*

PHASES

5

**INSTITUTIONALI-
ZATION**

4

INCORPORATION

PHASES

1: AWARENESS

**2: STRATEGIC
PLANING**

3: ADAPTATION

4: INCORPORATION

5: INSTITUTIONALIZATION

PHASES

1: AWARENESS

- **Technological changes needs**
- **Technological updating**
- **Social needs**
- **Life Long Learning and teaching updating Innovation resistance**

5: INSTITUCIONALIZATION

CURRICULAR CHANGE. PHASES

- **Elaboration of academic and professional degree profiles**
- **Renewal of Faculties**

2:STRATEGIC PLANING

- **Future orientation: activities widening**
- **Definition of a curricular coordinator**
- **Selection of pilot degrees**
- **Vision and training of students**

CURRICULAR CHANGE. PHASES

3: ADAPTATION

- Methodological courses
- UD Platform for Teaching

TEACHERS TRAINING

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graph TD; A[TEACHERS TRAINING] --- B[CURRICULAR RESOURCES AND METHODOLOGIES AVAILABLE]; A --- C[EFFICIENT MANAGEMENT AND ORGANIZATION OF RESOURCES]; B --- C;
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CURRICULAR RESOURCES AND METHODOLOGIES AVAILABLE

- Providing IT's resources
- Competences/values

EFFICIENT MANAGEMENT AND ORGANIZATION OF RESOURCES

- Optimise use of resources
- Intelligent (with audio-visual equipment) classrooms

CURRICULAR INNOVATION.PHASES

- **Academic and Professional degree set up**
- **European credits**
- **Focused on student workload (autonomous and independent)**
- **Student Feedback and follow-up**
- **Linked to extra-curricular activities and professional experiences**

4: INCORPORATION

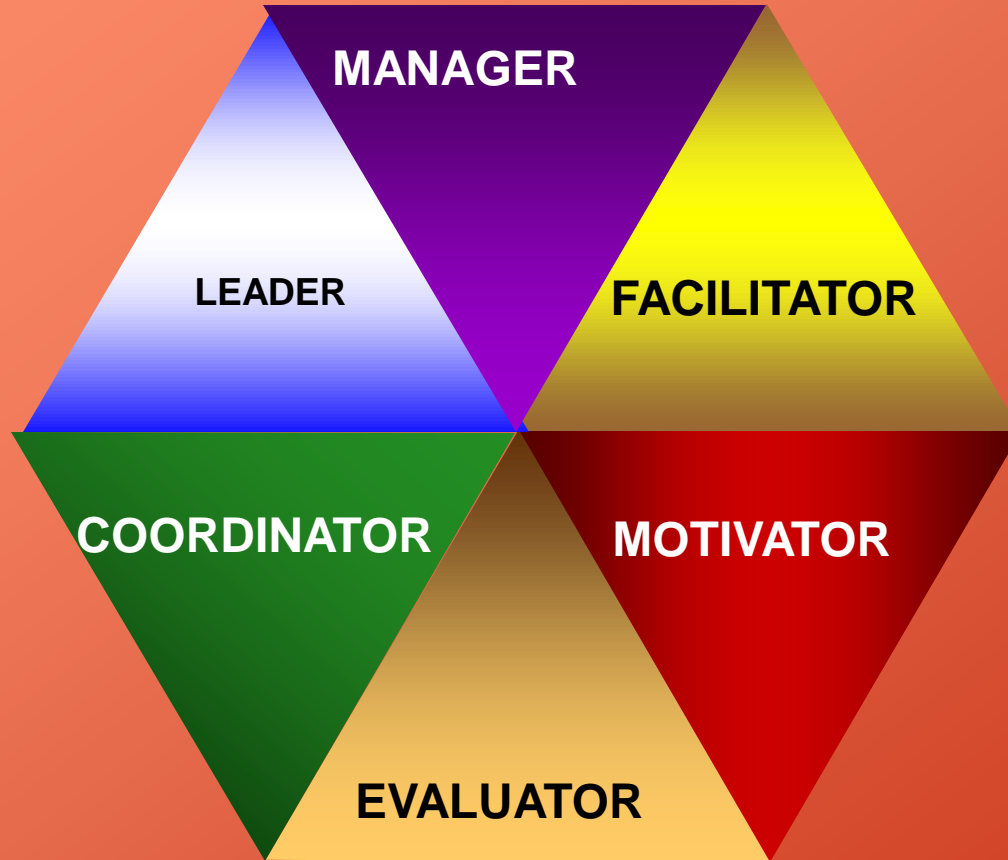
- **Data base use**
- **Practicum**

CURRICULAR INNOVATION. PHASES

- **Process assessment**
- **Use of Quality Teaching Indicators**
 - **Feedback to students**
 - **Clarity of teaching aims and objectives (from student perspective)**
 - **Student Workload: focused on “comprehensive”**
 - **Oriented towards Significant Learning**
 - **Multiple choices in relation to student workload**
 - **Objective oriented assessment**

5: INSTITUTIONALIZATION

Essential Roles for Current Teacher



Essential Roles for Current Teacher

MANAGER

- **Develop learning guidelines**
- **Organize learning – teaching process**
- **Design learning situations**
- **Clarify issues**
- **Coordinate discussions and debate**

Essential Roles for Current Teacher



FACILITATOR

- **Work with relevant materials**
- **Show flexible attitude in relation to use of materials and documentation.**
- **Promote dialogue and participation**
- **Summarize state of affairs in relation to the discussion**
- **Know student starting point**
- **Answer technical doubts**

Essential Roles for Current Teacher

- **Generate confidence to clarify doubts**
- **Overcome feeling of isolation**
- **Formulate recommendations to make student improvement**
- **Relate well with the student**

MOTIVATOR

Essential Roles for Current Teacher

- **Provide information**
- **Orientate autonomous work**
- **Provide evaluation guidelines**
- **Assess**

EVALUATOR

Essential Roles for Current Teacher

- **Promote participation**
- **Balance the proportion of contributions**
- **Try to incorporate all students in discussions**
- **Control participation of those more implicated**



COORDINATOR

Essential Roles for Current Teacher Roles



LEADER

- Show respect and consideration to their students
- Promote and facilitate teamwork
- Present challenges to their students
- Show enthusiasm in relation to the course
- Promote to prepare projects
- Able stimulate student interests

Essential Roles for Current Teacher

