Creating a Blueprint for Resilience in New Generation Learning Space Management and Support

Facilitated by Dr Janet Buchan

WORKSHOP
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Sydney
Acknowledgements

“Most of the resources in this workshop are drawn from the intellectual property of Janet Buchan. Please acknowledge accordingly.

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Aims & outcomes

“Introduce participants to a variety of tools for developing resilience in their work environments

“Give participants the opportunity to apply the Blueprint tools to their own real world problems

“Explore the planning and development of organisational systems that can absorb and accommodate change

“Share ideas and experiences with other professionals in the field
Introduce yourself

“Write down your name, role in organisation, use a colour code to identify yourself & use this throughout to put Post-It markers on the posters & activities

“Where do you fit in your organisation? Put post-it on the Sphere-of-Influence poster
Expectations

“What do you want to get out of the workshop?

“What are your real world challenges?

Reflect
Resilience is the capacity of a system to undergo some change without crossing a threshold to absorb disturbance and to retain essentially the same structure function and feedbacks. (Walker & Salt, 2006)

Resilience Thinking builds the capacity to work with change as opposed to being a victim of it.
The Ball in the Basin Model of system Resilience

What does your organisation’s basin look like?
How is the ball travelling in your world?

(Walker & Salt, 2006)
STEP 1 Identify and understand the problem

STEP 2 Where is your sphere of Influence/responsibility and locus of control for learning spaces (or other roles)?

STEP 3 Analyse and describe the organisational environment

STEP 4 Identify and plan actions

STEP 5 Determine the Resilience Outcomes for the institution and individuals

STEP 6 Carry out the action plan. Continuous improvement: PIRI
STEP 1 Identify & understand the problem

Play the Game
The Real World Challenge

“Design and deliver a new learning space that can be shown to deliver a return on investment by contributing to a university’s strategic directions in active and blended learning.”
Do you have a Wicked Problem?
"The problem is not understood until a solution has been developed. Stakeholders have different world views and frames reference for understanding the problem. Constraints and resources for solving the problem change over time. Wicked problems are never solved completely. Every wicked problem is essentially unique and novel. Solutions to wicked problems are not right or wrong. Solutions to a wicked problem are usually ‘one-shot’ operations. (Buchan 2012)"
Identify your Sphere of Influence & Locus of Control
“Identify the factors impacting on the organisational environment.”
A para-analysis view of the impact of teaching and administrative systems used by academic staff in 2012. (Source: Buchan, 2014, Figure 5.6. p.155)
The Adaptive Cycle Framework

Determine the Transformability of the System
Adaptability of individuals

“Personal capacity to adapt to change is a conscious choice"
STEP 4 Identify & plan actions
The 3G Essentials

“Getting ACCESS - to the learning spaces and associated resources

“Getting CONNECTED - to one another and to support mechanisms both within and beyond the university environment

“Getting COMFORTABLE - in the use of those spaces and resources

www.coalface.org.au
1. Stakeholders
2. Communication
3. Institutional planning & policy
4. Budget
5. Student support
6. Academics support
7. ICT infrastructure & support
8. Campus learning spaces & design
9. Evaluation/feedback
Planning for Action

“Identify the Resilience features which will make your institution resilient with respect to learning spaces.”
STEP 5 Determine the resilience outcomes
Create your Dream Team
STEP 6 Carry out the Action Plan

“Kotter’s 8 Dimensions of Change

“PIRI

“Other planning frameworks
The future is not some place we are going to,
But one we are creating;
The paths to it are not found but made,
And the activity of making them changes both the maker and the destination.

Peter Ellyard as cited by Hogan 2003

Did the workshop meet your expectations?

Contact details

“Dr Janet Buchan

“Adjunct Senior Lecturer
College of Arts, Society & Education

janet.buchan@jcu.edu.au