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

Facilitated by
Dr Janet Buchan

WORKSHOP
18th March 2015
Sydney

NEW GENERATION
LEARNING SPACE DESIGN 2015

JAMES COOK
UNIVERSITY
AUSTRALIA

Acknowledgements

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

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
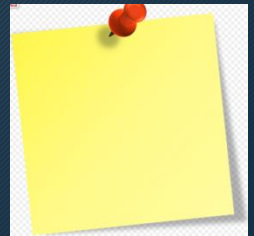
Expectations

" **What do you want to get out of the workshop?**

" **What are your real world challenges?**

Reflect

What is Resilience Thinking?

Resilience Thinking builds the capacity to work with change as opposed to being a victim of it

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)
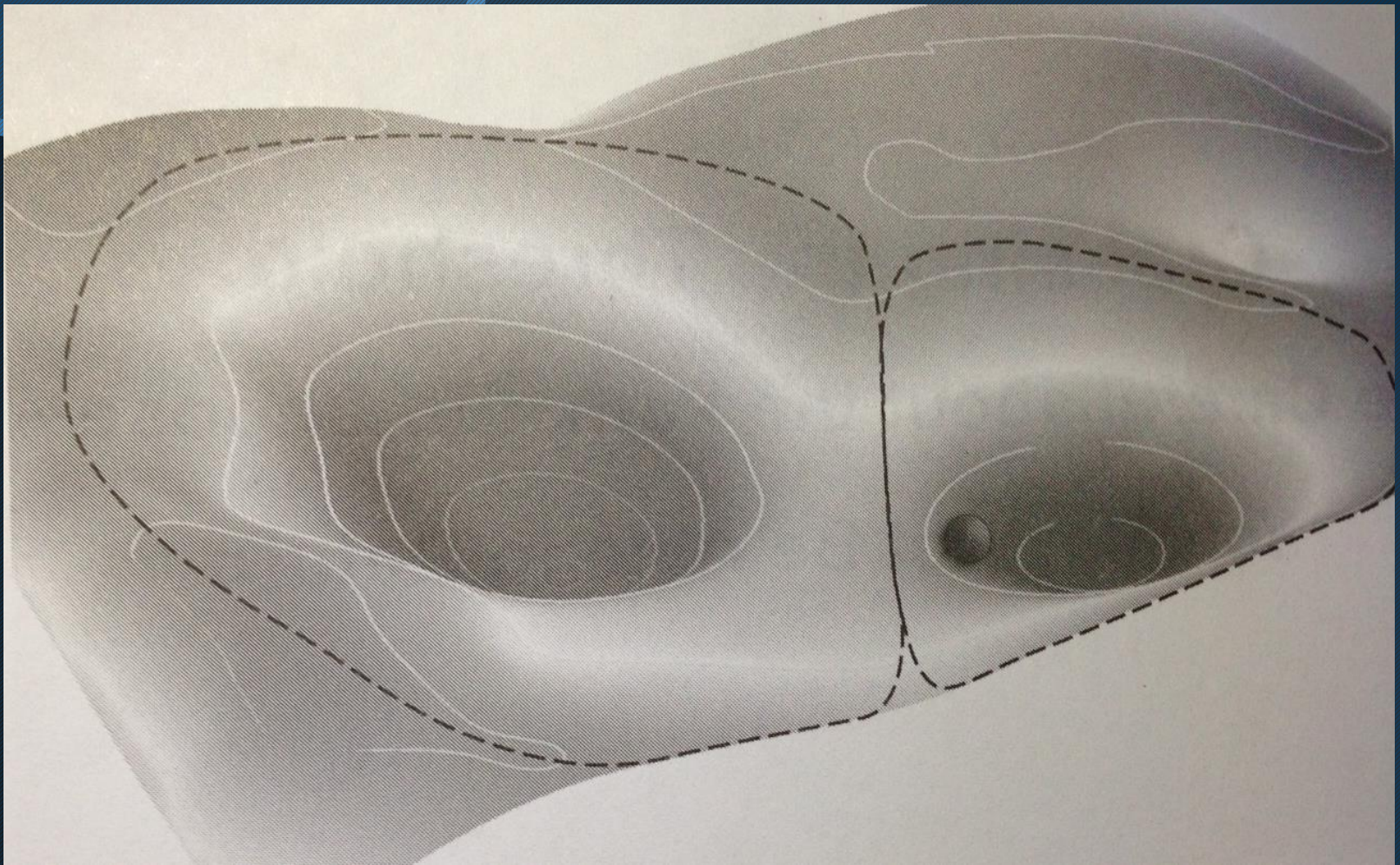
The Ball in the Basin Model of system Resilience

(Walker & Salt, 2006)

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

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)?

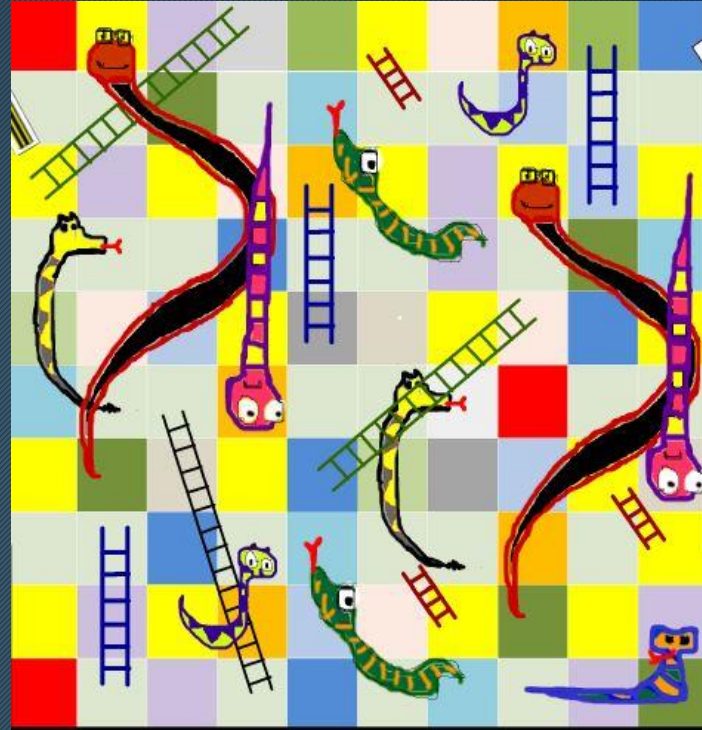STEP 3 Analyse and describe the organisational environment

STEP 4 Identify and plan actions

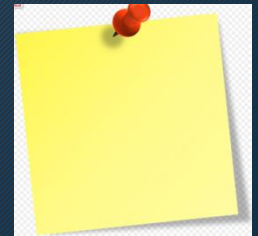STEP 5 Determine the Resilience Outcomes for the institution and individuals

STEP 6 Carry out the action plan. Continuous improvement: PIRI

DIMENSIONS OF THE BLUEPRINT FOR RESILIENCE

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?

Wicked Problem Features

> 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)
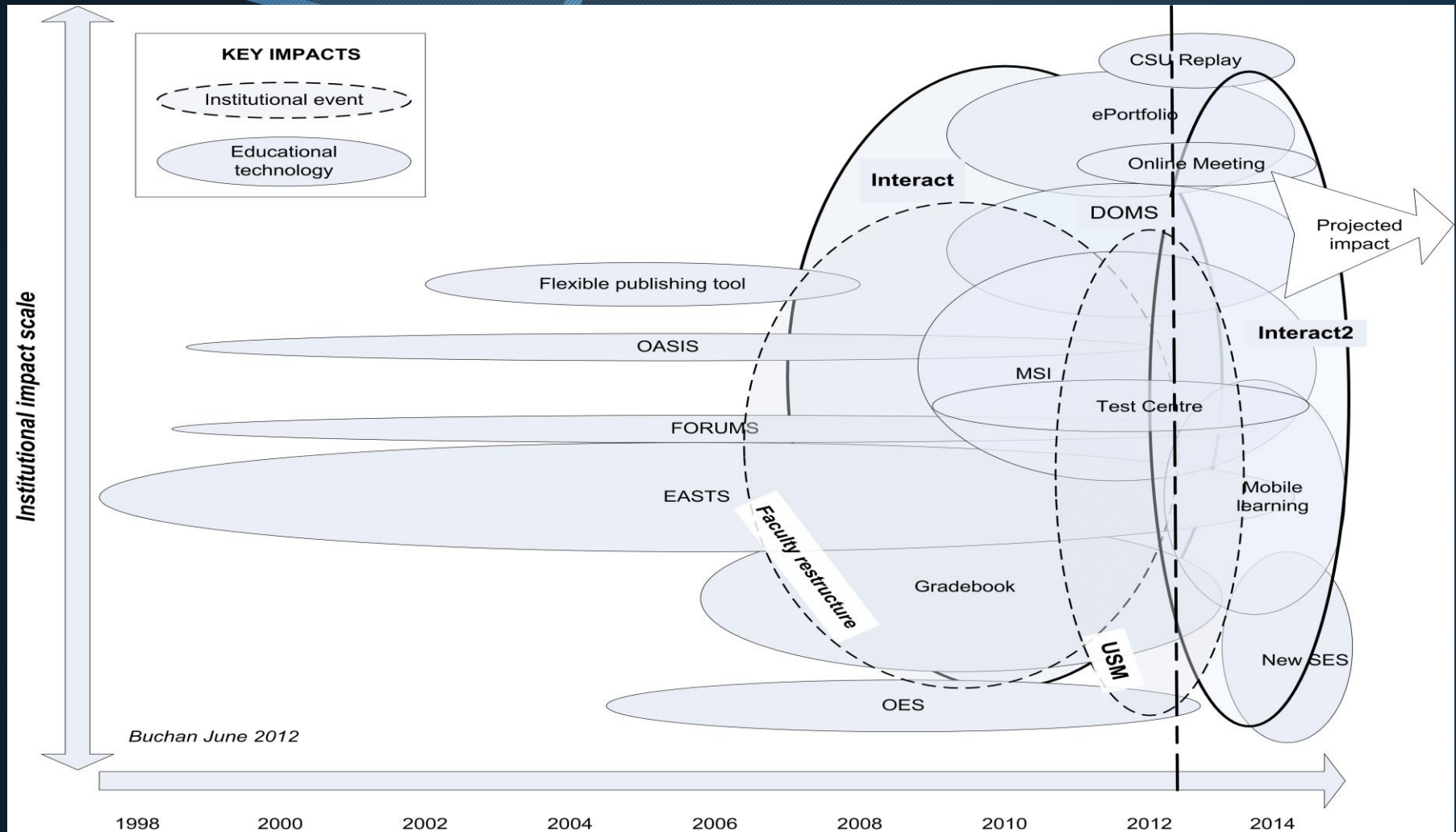
Identify your
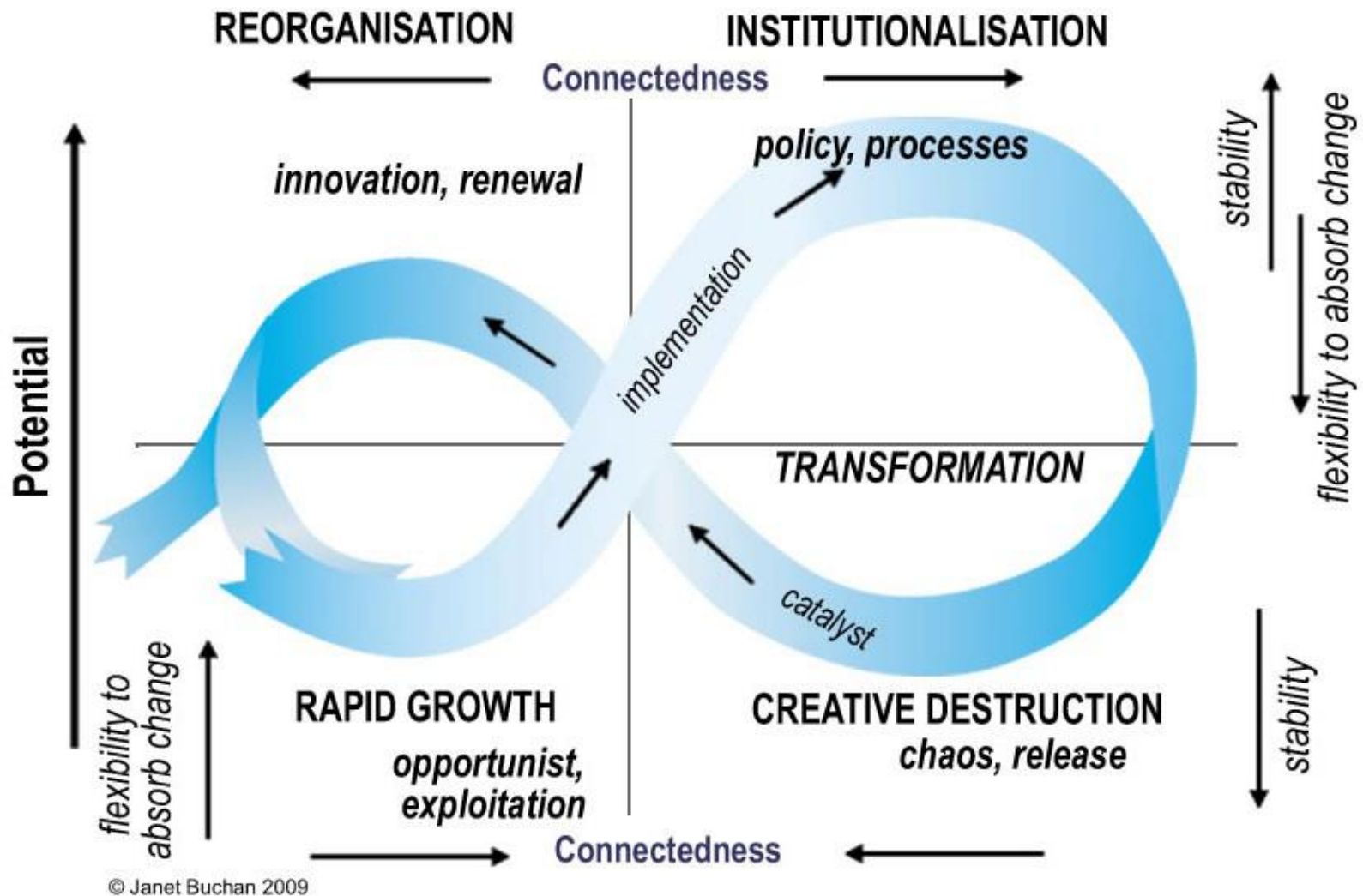# Sphere of Influence & Locus of Control
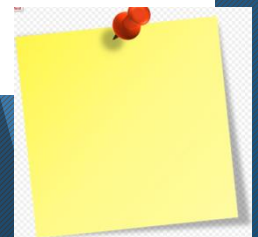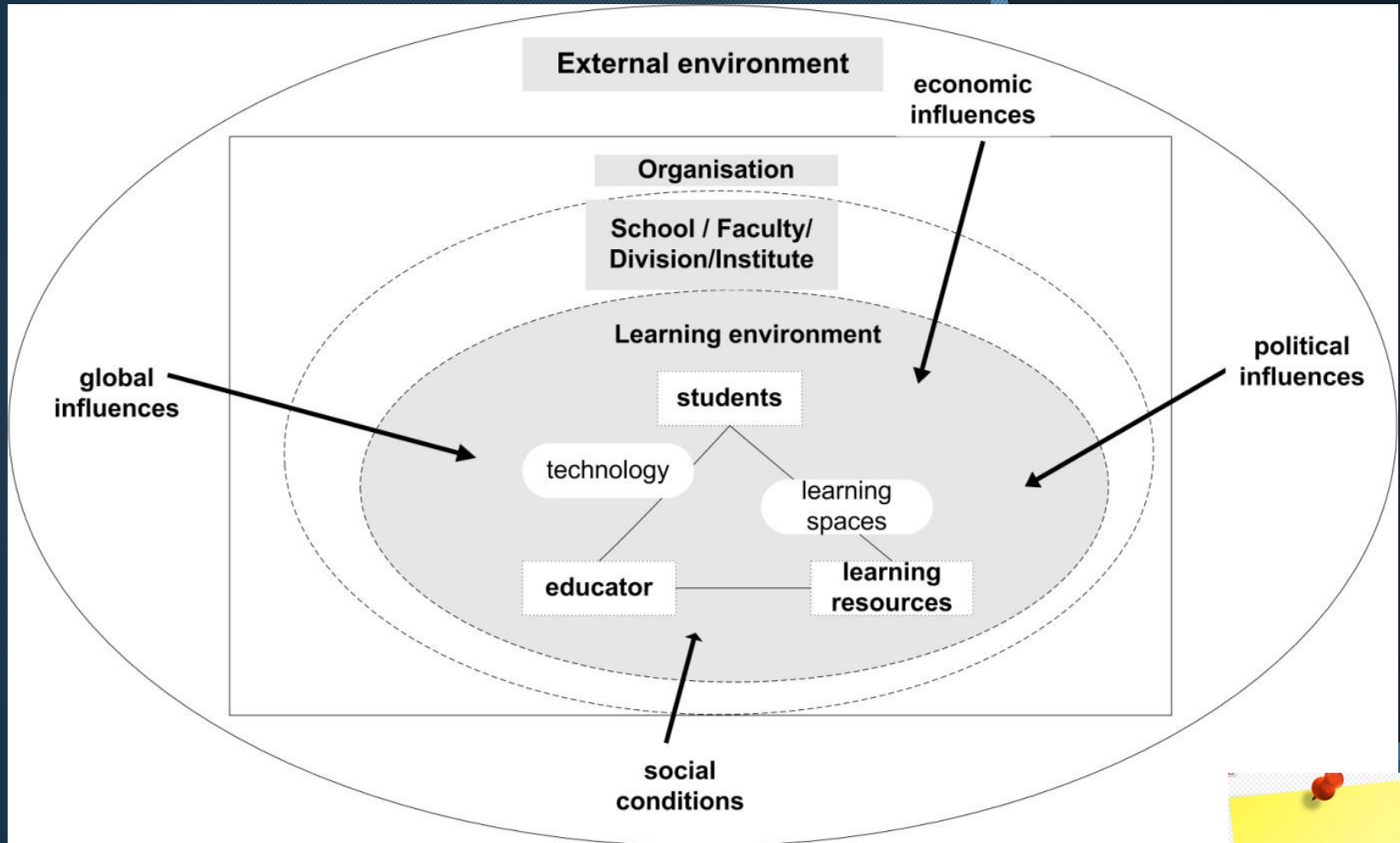
" Identify the factors impacting on the organisational environment

Analysis tools

Tool: Para-analysis

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

teaching at the **COAL FACE**
Communities of Active Learners, Flexible Adaptive Connected Engaged

- 1. Stakeholders
- 2. Communication
- 3. Institutional planning & policy
- 4. Budget
- 5. Student support
- 6. Academics 'support
- 7. ICT infrastructure & support
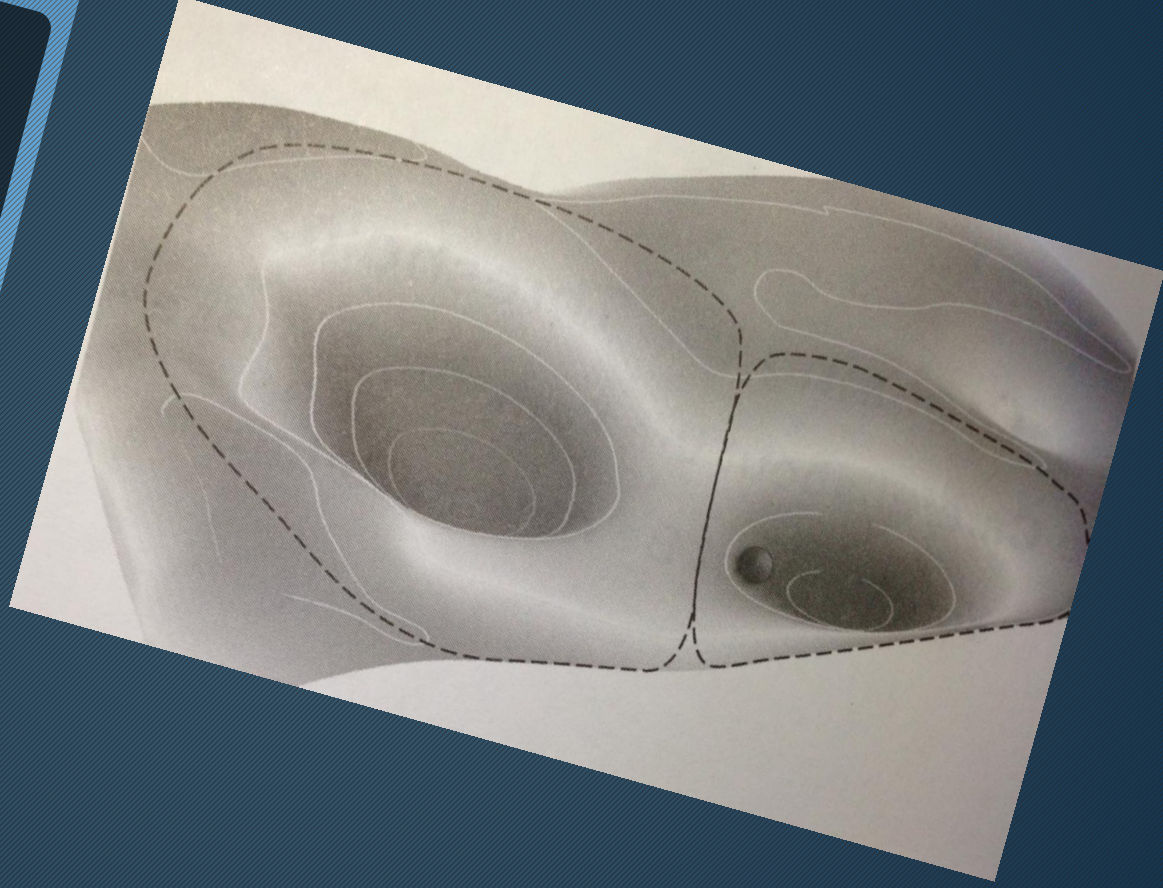- 8. Campus learning spaces & design
- 9. Evaluation/ feedback

Learning Environments Management Checklist
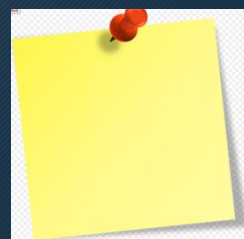
Planning for Action

" Identify the Resilience features which will make your institution resilient with respect to learning spaces
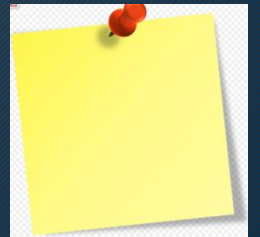
STEP 5 Determine the resilience outcomes

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

Hogan, C. (2003) *Practical Facilitation. A toolkit of Techniques*. Kogan Page, London and Sterling, VA.

Evaluation & Feedback

" Did the workshop meet your expectations?

References

" Buchan, J. (2014). Developing resilience and managing change in technology-enhanced learning environments. (Doctor of Philosophy), University of Southern Queensland, Toowoomba. Retrieved from http://eprints.usq.edu.au/25684/

" Walker, B., & Salt, D. (2006). Resilience thinking. Washington D.C.: Island Press.

Contact details

" Dr Janet Buchan

" Adjunct Senior Lecturer College of Arts, Society & Education

" janet.buchan@jcu.edu.au