



Education for Mobilization and Action: Leading Transformational Change

2015 41st Annual Conference Roundtable
East Coast Colleges Social Science Association
Dr. Rosalyn M. King, Chair, Board of Directors



Overview

Welcome to Our Annual Conference!

The ECCSSA 2015 Annual Conference Roundtable is devoted to exploring strategies for education, mobilization and action leading to transformational change in the 21st Century.

It is our hope to begin development of a blueprint that will lead to the implementation of needed transformations in various aspects of the social and behavioral sciences, higher education and all aspects of society.



Connection to Past Conference Themes

2004	The Search for Security in a World in Conflict
2005	Advancing the Social Sciences in the Information Age
2006	Global Issues and the Challenge of Building a World Community
2007	Tolerance and Humanity
2008	The Changing Role of the Social Sciences in a Global World
2009	Visions for Creating a Sustainable Future and Transformational Change for a Collective World at Peace
2010	Cultivating Interdisciplinary Collaboration, Creativity and Innovation
2011	The National and Global Impacts of Economic Collapse
2012	The Great Renewal for Rebuilding Our Nation-Visions and Challenges
2013	The Way of Return: Ushering in the Renaissance of the 21st Century--Models for Teaching, Leadership and Creativity
2014	New Frontiers: Models for Redesign in the Social and Behavioral Sciences



ECCSSA 2015 Conference Theme

- Critical questions leading to defining our 2015 conference theme on *education for mobilization and action and leading transformational change*:

How do we organize to put ideas and proposals generated from past conferences into action?

Can we develop a blueprint for transformational change?

How do we lead the change that is necessary?



Critical Questions for the Social and Behavioral Sciences

- **How do we educate, prepare and mobilize key leaders and institutions?**
- **What are the collaborative models for preparing students as learners and future leaders for successful outcomes?**
 - **How do we build leadership at all levels which would be important to successful transformations?**
- **How do we establish and strengthen collaboration, cross-disciplinary, multi-disciplinary and trans-disciplinary partnerships?**
- **How do we increase civic engagement and build bridges and connections to the community?**
- **What are the roles to be played by key contributors from each aspect of society toward this end?**
- **What is the role of technology and the media in mobilization, action and leading transformational change?**





The Purpose and Goal of Education

"Education is the force of the future.

It is the mechanism by which we can shape the world's future." (UNESCO, 1997)



Who are the Community of Educators?



All aspects of society: "teachers, lecturers, curriculum developers, administrators, support staff, industrial trainers, countryside rangers and staff, environmental health and planning officers, education officers with NGOs, community educators, youth leaders, parent association members, media people, representatives of learners in all contexts .

Goal of Education

“The goal of education is to make people wiser, more knowledgeable, better informed, ethical, responsible, critical and capable of continuing to learn. “

UNESCO, 1997

“Education is the means for disseminating knowledge and developing public support for the continuing and fundamental changes that will be required if humanity is to alter its course, leaving the familiar path that is leading towards growing difficulties and possible catastrophe, and starting the uphill climb towards sustainability. “

“Education, in short, is humanity’s best hope and most effective means in the quest to achieve sustainable development. “

(UNESCO, 1997)



What is Transformational Change?

“While all transformation is change, not all change is transformation.”

(Daszko and Sheinberg, 2005)

Here's a Definition:



- *“Transformation is the creation and change of a whole new form, function or structure. To transform is to create something new that has never existed before and could not be predicted from the past. Transformation is a “change” in mindset. It is based on learning a system of profound knowledge and taking actions based on leading with knowledge and courage.”* (Daszko and Sheinberg, 2005, p. 1).

What is Transformational Change?

- The Greek word “*metanoia*” captures the meaning of transformation well. It literally means “beyond the mind.



*“It’s an idea of stretching or pushing beyond the boundaries with which we normally think and feel. It means a profound change in mind, a radical revision, a transformation of our whole mental process, a paradigm shift. It is characteristic with a mind transplant
“(Daszko and Sheinberg, 2005).*

*It is about leading a journey into the unknown,
but based on knowledge and study.*



THREE TYPES OF CHANGES

	Traditional	Transitional	Transformational
Motivation for Change	Better, Faster, Cheaper	Fix a problem	Survival, Environment, World Changes, Breakthrough needed
Degree of Change	Incremental improvements	Transition from old to new; A to B	Revolutionary, Necessary
Thinking	Improve	Change management; strategic planning	Radical shifts in mindset/thinking/actions
Actions	Manage and control processes	Design the plan; implement the plan	Whole system change, complete overhaul of mindset, paradigms, culture, communications, strategy, structure, actions, systems and processes, use of data, System of Profound Knowledge, cycles of Plan Do Study Act (PDSA)
Destination	Improvements; can be limited to improving the wrong things	Projects completed	Continually transforming; no end state
Change Requires	Improvement of skills, practices and performance; often limited to focusing on individual performance rather than the Whole system to make significant differences	Controlled process / projects managed / assigned	Senior leadership committed to new thinking, learning and actions; coaching from outside: "a system cannot see itself." Courage
Outcomes	Improvements, limited	Changes, limited	Sustainable change (with leadership and continual learning and new actions) new system: agile, adaptable, flexible, intelligent, emerging, connected, involved, creative, moving forward; ability to sense and respond

Vision is Essential to Transformational Change

***“WITHOUT VISION, THE
PEOPLE PERISH.”***



Transformational Change is Large Systems Change

Large systems change that can occur at several levels:

- Geological
- Historical
- Human scale





Types of Change

Adapted from (Waddell 2011)

Type of Change	Incremental	Reform	Transformation
Type of Learning	Single Loop	Double Loop	Triple Loop
Core Question	How can we do more of the same? Are we doing things right?	What rules shall we create? What should the goals be?	How do I make sense of this? What is the purpose? How do we know what is best?
Purpose	To improve performance	To understand and change the system and its parts	To innovate and create previously unimagined possibilities
Power and Relationships	Confirms existing rules. Preserves the established power structure and relationships among actors in the system	Opens rules to revision. Suspends established power relationships; promotes authentic interactions; creates a space for genuine reform of the system	Opens issue to creation of new ways of thinking and action. Promotes transformation of relationships with whole-system awareness and identity; promotes examining deep structures that sustain the system

Transformational Change: Guiding Theories-- Organizing for Action

- Two critical questions that emerge when calling for mobilization and action is: *how do we mobilize for action? And, what is the power of collaboration and the saying that "it takes a village? Answer → Set Goal of Networking.* *

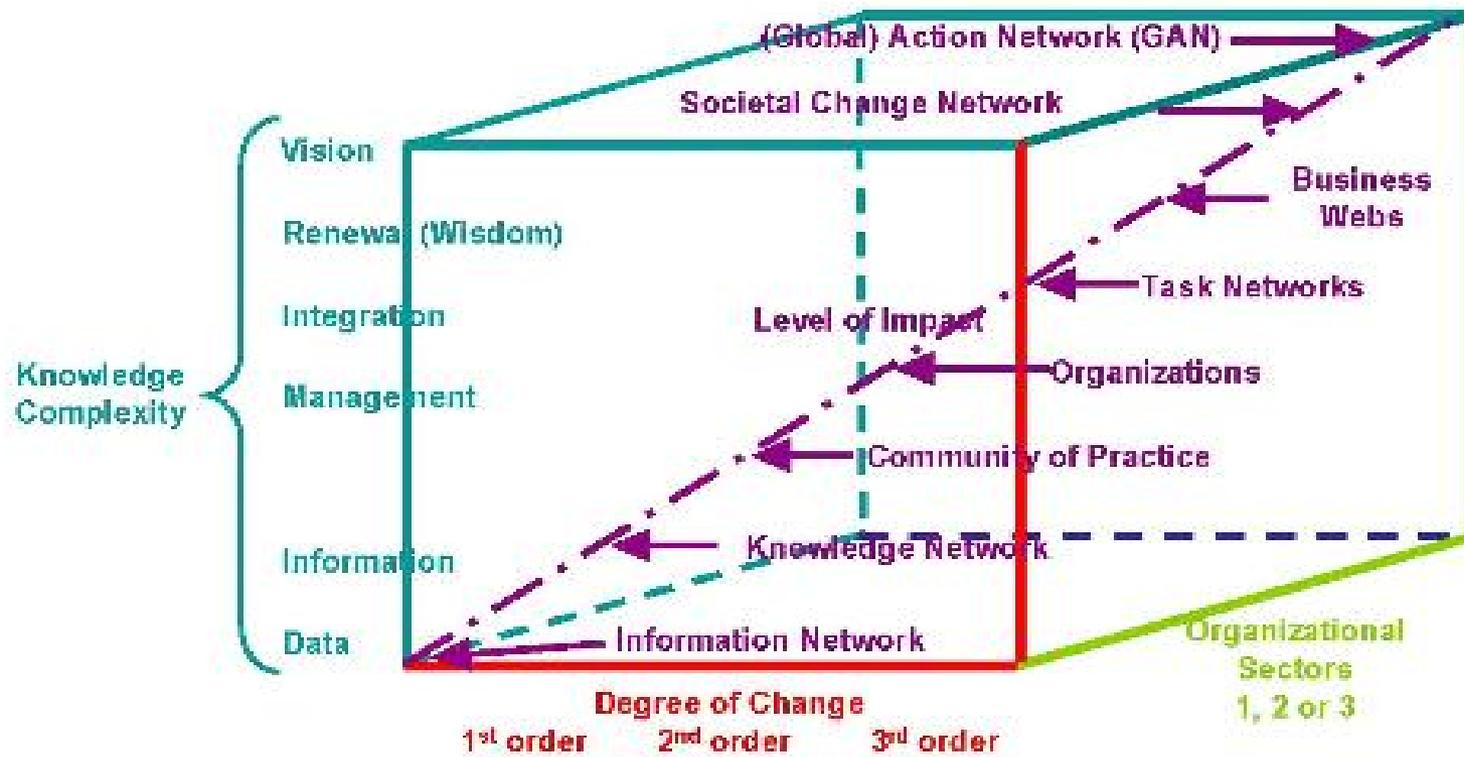
Goal	Rationale
Greater efficiency	Strengthening ties supports reduced duplication of efforts.
New Benefits of Scale	Strengthening ties supports ability to aggregate linearly for greater impact/leverage.
Innovation	Creating networks with diverse voices, perspectives and resources supports emergence of new ways to approach issues and integrate resources
Enhanced Coherence	Strengthening ties supports actions on behalf of "the system", the potential for asserting goals of the broader system, and reducing "friction"
Improved Coordination	Creating networks broadens the options for action and enhances exchange of information and knowledge.

Networks by Core Strategy

Strategy	The Driving Need
System Organizing	There is an emerging system of diverse stakeholders working on and affected by a specific issue or opportunity. A key role of the network is to bring them together and generate coherence in strategies.
Learning, Research, and Development	To realize the network goals, new knowledge and capacity must be developed. A key role of the network is to develop and disseminate new knowledge and tools with research, piloting new approaches, and training.
Shared Visioning	There are diverse stakeholders with diverse perspectives on an issue and what should be done about it. A key role of the network is to create events and interactions that generate shared understanding and alignment of strategies.
Measuring	There is need to quantify and measure a phenomenon, in order to advance a network's vision. A key role of the network is to develop indices, assessments and/or certification processes.
Advocacy	There is need to mobilize voice and increase pressure upon specific stakeholders who are blocking (actively or inactively) change. A key role of the network is to develop this pressure.
Financing	Sometimes people see that availability of funding is holding back a critical goal. Stakeholders combine forces to aggregate their impact and create a more efficient funding vehicle than any one on its own.

Table drawn from: 2009. [Strategies and Structures of Global Networks: Learning for Global Knowledge Partnership 3.0](#). A report to the Board of the Global Knowledge Partnership. June. 3. Paris, France. Online: <http://networkingaction.net/networks-change/>

A Network Typology



A Network Typology

Developed by Yvona Allee and Steve Waddell



Global Action Networks (GANs)

- **Global Action Networks (GANs)** are a specific type of network. These are new, innovative networks that are addressing critical global issues like climate change, poverty, health, education, and human security. They accomplish this by integrating seven characteristics.

GANs are:

1. **Global and multi-level**...local, regional, global
2. **Entrepreneurial action learners**...developing new tools, processes and relationships
3. **Public goods producers**...producing for public benefit
4. **Diversity-embracing**...collaborating across sectoral (business-government-civil society), linguistic, ethnic, north-south and other boundaries
5. **Inter-organizational networks**...individuals have a role, but organizations are the key participants; neither hierarchy nor markets provide the principles, values or capacity
6. **Systemic change agents**...working on transformation, reform, and scaling up
7. **Voluntary leaders**...participants make commitments to push the boundaries of enhancing environmental, social and economic outcomes

Analysis of Change by Type of Strategy

	Incremental	Reform	Transformation
Purpose	To improve the performance of the established system.	To change the system to address shortcomings and respond to the needs of stakeholders	To redirect the system and change its fundamental orientations and core relationships
Participation	Replicates the established decision making group and power relationships	Brings relevant stakeholders into engagement in ways that enable them to influence the decision making process	Creates a microcosm of the problem system, with all participants coming in on an equal footing as issue owners and decision makers
Process	Confirms existing rules. Preserves the established power structure and relationships among actors in the system	Opens rules to revision. Suspends established power relationships; promotes authentic interactions; creates a space for genuine reform of the system	Opens issue to creation of new ways of thinking and action. Promotes transformation of relationships with whole-system awareness and identity; promotes examining deep structures that sustain the system

Source: Pruitt, B. and S. Waddell. 2005. [Dialogic Approaches to Global Challenges: Moving from "Dialogue Fatigue" to Dialogic Change Processes](#). Generative Dialogue Project. August

Measuring Success



Education and Preparation for Leading Change

- **Critical Questions:**
- *What kind of preparation do we need to lead change?*
- *What should models of teacher education look like in undergraduate and graduate programs in teaching?*
- *What are the necessary skills needed?*
- *What are the particular roles and responsibilities of our Association, of college faculty everywhere, of related institutions and organizations and the community at large?*

The Search for Visionary Models

Envision, Encourage, Create, and Implement!



What Types of Transformations Should We Be Thinking About?

Four Areas To Begin Leading Change

- Transformative teaching;
- Transformative learning, including the use of technology;
 - New models of leadership in higher education; and,
 - New and visionary models of higher education.

Transformative Teaching

Transformative teaching is defined as the opportunity or goal to *increase students' mastery of key course concepts while transforming their learning-related attitudes, values, beliefs, and skills.*

Six core methods of transformational teaching:

- Establishing a shared vision for a course.
- Providing modeling and mastery experiences.
- Intellectually challenging and encouraging students.
- Personalizing attention and feedback.
- Creating experiential lessons.
- Promoting prelection and reflection.

Slavin and Zimbardo (2012).

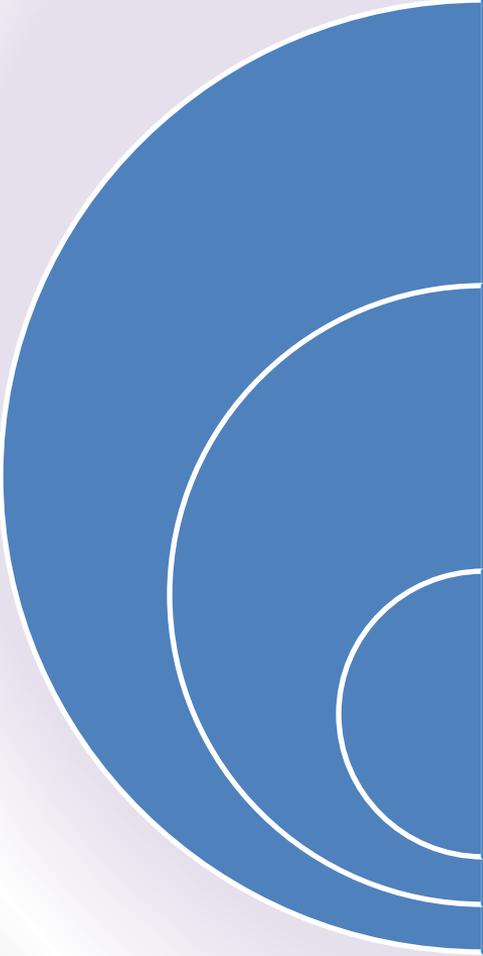


Teaching and Technology

“Learning technology is, thus, the capability to help students master new knowledge and demonstrate its use, facilitated by the interaction of four components: hardware (e.g., microchips, computers, telecommunications equipment); software (e.g., digital books and learning tools, intelligent programs that interact with learners to help them master content and with faculty to help them manage the learning process); the Internet/web (which allows for real-time access and collaboration among learners and faculty); and the best research in learning science (the study of how people learn).” (Soares, 2013, p.72)



Teaching and Technology



Interactive courseware which is low-cost, high quality software that delivers instruction by actively engaging the student with content and applications of knowledge, ideally linked to learning maps that visualize the journey to completion;

Diagnostic assessment that provide granular data on student knowledge and performance paying particular attention to college readiness;

Learner relationship management software that provides students, faculty and staff with tools to monitor learning progress in real time and flags them when intervention is needed.



Bridging the Three Cultures: Interdisciplinary, Cross-disciplinary and Multidisciplinary Collaboration

There is a need for increasing collaboration in teaching at all levels of higher education and across the three cultures:

The natural sciences contribute to our material comforts and health and clarify puzzling natural phenomena. The humanities articulate changes in the public mood produced by historical change and implicitly defend an ethical posture that seems appropriate for their society during a historical era. The social sciences try to evaluate the claims of both groups (Kagan, 2009, p.265).

Transformative Learning



New learning models emphasize human interaction and multidimensional learning.



New models are designed to cultivate 21st century skills, including intercultural communication, systems thinking, social and emotional intelligence, empathy and social entrepreneurship. In these newer models grades are not at the core; and some programs are tuition free.



Open Masters Program

- Complete a final project and public presentation showcasing strengths, skills and knowledge to the community.
 - Submit work for open peer review.
 - Receive letters of endorsement from peers and mentors.
- Create and follow individualized plans and routines for self-directed learning.
- Complete many different types of learning projects.

Future Directions in the Behavioral Sciences

Eradication of mental illness and non-nurturing environments.

Major chronic health conditions are influenced by psychological and behavioral problems and disorders.

Reducing poverty and economic inequality are also essential for achieving large increases in the prevalence of well-being.

The Oregon Research Institute calls for the creation of a Center for the Support of Healthcare Reform and Comprehensive Prevention. Such a center would provide the following:

Information to the public and policy makers about the evidence relevant to improving the health and wellbeing of the population;

Consultation and training to states, communities, and organizations working on any area of public health outlined in the program;

Programs, policies and practices that could assist in achieving the client's goals;

The development of research to support the efforts of the client; and,

The formation of coalitions with other behavioral science organizations and advocacy organizations to further the goals of the program and public health.

New Models of Leadership in Higher Education

Transactional Leaders vs. Transformational Leaders

Transactional Leaders

- *Transactional leadership* seeks to motivate followers by appealing to their own self-interest.
- *Transactional leaders* use conventional reward and punishment to gain compliance from their followers.
- *Transactional leaders* accept the goals, structure and culture of the existing organization. They must do so because this type of leadership is ineffective at bringing significant change.
- *Transactional leadership* can be active or passive.

Transformational Leaders

- *Transformational leadership* requires a high level of authenticity, self-esteem motivation, morality, and self-actualization.
- *Transformational leadership* inspires wholeness of being, so your thoughts, feelings and actions are consistent.
- *Transformational Leaders* lead with an integrity and authenticity that resonates with others, and inspires them to follow. Not only does it inspire others to follow, but to become leaders themselves.

Visionary and New Models of Higher Education

What are the characteristics of a leader of change?

- Must be inspired in heart and mind, and show it.
- Must be connected to self, the world and the people around them.
- Must be grounded in reality.
- Must have a vision and communicate it with passion and purpose.
- Must allow emotion and commitment to speak to others in a way that transcends the mind, and speaks to the heart.
- Must pay personal attention to others in a way that engages them and generates trust and commitment.
- Must genuinely care about others, what they want, and how you can serve them.
- Must access the awesome power of the mind.
- Must be curious, open to new ideas and learn constantly.
- A transformational leader is authentic.
- (www.transformationalleader.net. 2015).



Visionary and New Models of Higher Education

- There are not many diverse models in higher education. But those institutions making the attempt offer a different perspective on education—a lens that provides a glimpse of what higher education might look like in the future.
- Some interesting innovative models of change for the structure of higher education are on the horizon.

Models include:

- **Quest University, Canada.**
- **Liverpool John Moores University, United Kingdom.**
- **University of Technology, Sydney, Australia.**
- **Minerva Project, United States.**
- **Duke-Kunshan University, Kunshan, China**

Visionary and New Models of Higher Education

Quest University, Canada. Opened in 2007 with 73 students. Small class size. No lectures. All classes are seminar-discussion format. All students complete the same foundational courses in the first two years that cover the humanities, math and sciences. The latter two years are unique with individual learning paths chosen and directed by the student. There are no grades, students receive check marks to indicate if they are engaged in learning.

Visionary and New Models of Higher Education



Is one of the UKs new generation universities. A research university with a global model that stresses work-related learning and skill development. The University's program World of Work is a support and skill development program for all students involving input from national and international employers and business experts. Students not only gain work experience with top companies, but also develop a skill-set labeled World of Work skills. Students' abilities are also verified through employer-validated Skills Statement and interview during their undergraduate course of study.

Visionary and New Models of Higher Education

University of Technology, Sydney, Australia.

Is one of the largest universities in Australia with the goal of being a world leader in technology education. The focus is on global practice-oriented learning where students undertake research, professional and community work experiences. The program is heavily focused on collaborative learning that integrates institutional research. The institution's 2014 learning strategy includes student-generated learning goals, personalized learning paths that integrates online sources, faculty feedback, and development of a personal learning network using digital platforms and tools.

Visionary and New Models of Higher Education

Minerva Project, United States.

Minerva strives to become an Ivy League institution. The core of study will be through technology that encourages students to access content and resources online, along with face-to-face interaction.

(Morrison, 2013)

Visionary and New Models of Higher Education

Duke Kunshan University, Kunshan, China.

A collaborative partnership between Duke University and the Kunshan government has resulted in the creation of a new university grounded in innovation and world class methods of inquiry and teaching, with a new and innovative model of higher education. This new innovation helps China achieve its goals related to expansion and reforms of higher education. In late 2010, Wuhan University, China's oldest modern university, and consistently ranked within the top 10 comprehensive institutions in the country, became Duke's academic partner for the creation of DKU.

Who Can Lead Change?

Working Coalitions representing diversity on all levels, by race, ethnicity, culture, age, education, areas of expertise, and more. These individuals would also be cognizant of or understand the pulse of the community. They can lead because they are equipped with a set of guiding principals of respect and fairness.

They can see and feel the inner nature and beauty of the human psyche, without judgement, without terror and without being punitive to another person.

This coalition would comprise the community of educators and citizens, coming together to have deep dialogue about critical issues affecting their lives and others. They would seek remedy by finding new solutions toward creating a better world for all. Only those individuals with a foundational knowledge base of understanding along with clarity of moral principles can lead the change that is necessary for all humans to become whole and flourish in society and world.

References

Abrams, M. (2014) New models for higher education. Stanford Social Innovation Review. Online: www.ssireview.org/blog/entry/new_models_for_higher_education

Burns, J. M. (1978). Leadership. New York: Harper & Row

Daszko, M. and Sheinberg, S. (2005). SURVIVAL IS OPTIONAL: Only Leaders With New Knowledge Can Lead the Transformation. Online: http://www.mdaszko.com/theoryoftransformation_final_to_short_article_apr05.pdf.

Eaton, J.S. (2013). A quality platform for non-institutional higher education. *Educause Review*, September/October. Online: <https://net.educause.edu/ir/library/pdf/erm1354.pdf>

Kuhn, T. 1962. *The Structure of Scientific Revolutions*. Chicago, IL: The University of Chicago Press.

Lohe, Debbie. (2013). What is Transformative Teaching and How Do I Do It? Reinert Center for Transformative Teaching and Learning. Online: <http://www.slu.edu/blogs/ctl/2013/06/19/what-is-transformational-teaching-and-how-do-i-do-it/>.

Malia, Martin. 2008. *History's Locomotives: Revolutions and the Making of the Modern World*. New Haven, CT, USA: Yale University Press.

References

Rotmans, Jan, and Derk Loorbach. 2009. "Complexity and Transition Management." *Journal of Industrial Ecology* 13(2):184-96.

Slavin and Zimbardo P. (2012). "Transformational Teaching: Theoretical Underpinnings, Basic Principles, and Core Methods, *Educational Psychology Review*, (24)4, 569-608.

Soares, L. (2013). Creating an environment for learning technologies: Toward a generative model of state policy and institutional practice. *Educause Review*, September/October. Online: <https://net.educause.edu/ir/library/pdf/erm1354.pdf>

The Transformational Leadership Report. (2007). Online: www.transformationalleadership.net.

United Nations Educational, Scientific and Cultural Organization (UNESCO). (1997). *Educating for a sustainable future: A transdisciplinary vision for concerted action*. Online: http://www.unesco.org/education/tlsf/mods/theme_a/popups/mod01t05s01.html.

Waddell, S. 2011. *Global Action Networks: Creating our future together*. Bocconi University on Management. Hampshire, UK: Palgrave-Macmillan.

Waddell, S. 2013. What is transformational change. Blog Online: <http://networkingaction.net/2013/11/what-is-transformational-change/>