

091. Leading Systemic Change (2)(a)

Wednesday 3:30 to 4:30 pm

South Tower - 1st Floor: Terrace C/D

Presenter(s):

- a. **Business Philosophies as Embedded Didactic Entities: On the Diversity and Complexity of Company Profiles.** *Pablo Pirnay-Dummer, University of Freiburg; Katrin Hupfer, University of Freiburg; Johannes Michael Honeck, University of Freiburg*

Companies publish business philosophies to inform customers and other external stakeholders about their vision, inner workings, and organizational culture. When we look at these philosophies we recognize many differences, not only on the conceptual level but also concerning how the concepts are organized within the text. The empirical results of our study show that the philosophies differ only moderately in structure but greatly as far as the semantics typical of each branch are concerned.

- b. **Educational Informatics and Systemic Change.** *Anthony Chow, Univ. of North Carolina - Greensboro*

This presentation explores a theoretical connection between systemic change efforts and the emerging research area of educational informatics. The role of information and communication technologies (ICTs) in identifying, collecting, and analyzing the data and processes needed for making informed decisions about implementing and sustaining systematic change will be explored. The preliminary results of the use of the newly created Systemic Educational Informatics (SEI) model at three schools undergoing systemic educational change will also be discussed.

Facilitator: *Jim Ellsworth*, U.S. Naval War College

108. Systemic Change: Transforming Learning & Instruction (a)

Thursday 8:00 am to 9:00 am

Lobby Level: Grand Ballroom D

Presenter(s):

- Disrupting the Brick and Mortar Syndrome: Practices of a Hybrid Cyber Charter School.** *Lisa Waters, University of Hawaii; Peter Leong, University of Hawaii-Manoa*

There is little doubt that public K12 education in the US is in crisis. In response, a new type of schooling has emerged - cyber charter schools. These hybrid schools offer quality education virtually while leveraging brick and mortar school practices. This study examined one such school and discovered four practices instrumental in supporting this type of schooling. This presentation will shed light on four practices unique to supporting this type of disruptive schooling.

165. Cases in Systemic Change

Thursday 10:30 to 11:30 am

Lobby Level: Grand Ballroom D

Presenter(s):

- a. **Engaging Education Systems in the Systemic Change Project: Tips and Techniques from Complexity Research in Education.** *Eugene G Kowch, University of Calgary*

Systemic change messages are appearing worldwide in education 'change' speeches- particularly since the economic meltdown. Ironically, systemic change process experts find school leaders and school systems shy to engage in such important work. Confusion reigns in

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tough times. We have solutions! First, this session summarizes some simple, basic principles of systemic change work in our complex and complicated education organizations. We then outline new techniques for change service providers and educators who want to engage everyone in robust school change projects.

- b. **Site Visitation as A Discrete Event in Systemic Change Processes.** *Brian Beabout, University of New Orleans*

All models of systemic change in schools: SUTE (Duffy, 2003), GSTE (Jenlink, Reigeluth, Carr & Nelson, 1998; Reigeluth, 2006), and Leveraged-emergent design (Reigeluth, 2006b) include a learning process for change agents. But how this learning should happen is problematic. Inevitably, individuals hold multiple purposes for schooling and multiple mental models of how schools should function. This paper reports on qualitative case studies of two site visitation models and postulates their utility for systemic change teams.

Facilitator: **Beth Rajan Sockman**, East Stroudsburg University

SC – Transforming Learning and Instruction (2)(b)

Thursday 1:00-1:30

Lobby Level: Grand Ballroom A

Presenter(s):

- a. **Stakeholders Perception of Systemic Change: Statewide Transfer and Articulation Policy,** **Claudius Rodgers**, Indiana University

The statewide transfer and articulation policy represents a significant systemic change in postsecondary education in the state. The purpose of this study is to explore stakeholders' perceptions of the policy and its implication to their professional practice. This qualitative study used narrative inquiry to explore the experiences of eight stakeholders' perceptions. Data was collected through document analysis and semi-structured interviews. Thematic analysis was conducted on interview transcripts to identify shared themes among participants.

224. PIES - Personalized Integrated Educational System

Thursday 2:15 to 3:15 pm

Lobby Level: Grand Ballroom D

Presenter(s): **Charles M. Reigeluth**, Indiana University; **Sinem Aslan**, Indiana University; **Elliot Jordan**, Indiana University; **Zihang Shao**, Indiana University; **William Watson**, Purdue University

This presentation describes recent advances in the design of a modern, information-age educational technology system that incorporates many vital functions to meet educational needs, including record keeping, planning, instruction, assessment, communications, administration, and more. It incorporates the latest Web 2.0 tools and resources available. Having a flexible, open source architecture, it has backward, current, and forward-looking capabilities to guide and assess students' progress and help make available and deliver personalized instruction.

278. Division on Systemic Change Membership Meeting

Friday 8:00 am to 9:00 am

South Tower - 2nd Floor: Seville

Chair: **Sunnie Watson**, Ball State University

302. SC – Case studies of Information-Age new-paradigm schools

Friday 9:15 to 10:15 am

South Tower - 2nd Floor: Seville

Presenters: **Charles M. Reigeluth**, Indiana University

Kurt Richter, Indiana University

A survey was recently conducted to identify schools that have transformed to the Information-Age (learner-centered, customized, attainment-based) paradigm of education. This session will provide a brief overview of the schools identified by the survey, followed by in-depth descriptions of three of those schools, including the technology and instructional designs they use to foster customized student learning. Finally, considerable time will be set aside for audience questions and discussion about the schools.

Facilitator: **Sunnie Watson**, Ball State University

325. Leading Systemic Change (2)(b)

Friday 10:30 to 11:30 am

South Tower - 2nd Floor: Seville

Presenter(s):

- a. **New Paradigm Schools: A National Survey-based Search.** **Kurt Richter**, Indiana University; **Charles M. Reigeluth**, Indiana University

Researchers describe the process used in a search for schools that exhibit characteristics of the information-age paradigm, using a Google survey. Motivation for this project is described, along with the survey, implementation, and results. Promising schools that have been identified by this study are described, along with future research plans for studying the identified schools.

- b. **Towards Critical, Emancipatory and Pluralistic Research: Critical Systems Theory for Educational Change.** **Sunnie Watson**, Ball State University; **William Watson**, Purdue University

This paper addresses the following questions: "What is critical systems theory? (CST)" "Why is it relevant to us as qualitative researchers?" How do qualitative researchers make use of CST? This paper will present a detailed discussion on the underlying philosophy, concepts and issues of CST and provide an argument for its necessary impact on and use within educational change and qualitative research methodology.

Facilitator: **Brian Beabout**, University of New Orleans

402. SC – Transforming Learning and Instruction (2)(b)

Saturday 8:00 am to 9:00 am

South Tower - 2nd Floor: Seville

Presenter(s):

- a. **The Role of Personalized Integrated Educational Systems in the Information-Age Paradigm of Education.** **Sinem Aslan**, Indiana University; **Yeol Huh**, Indiana University; **Dabae Lee**, Indiana University; **Charles M. Reigeluth**, Indiana University

Reigeluth et al. (2008) identified major and secondary functions of Learning Management Systems for the information-age paradigm of education. Major functions include record keeping, planning, instruction, and assessment for student learning. Secondary functions are communication, general student data, school personnel information and LMS administration. Seven classroom teachers and one technology coordinator were interviewed in order to reveal how they use their LMS and whether their use is aligned with the information-age functions.