

# **TARGETED INSTRUCTIONAL CHANGE**

**ALICE OLMSTEAD**

**THANKS TO: NATASHA HOLMES, ED PRATHER,  
STEPHANIE CHASTEEN**

# SESSION GOALS

By the end of this session, you will be able to:

- Identify one or more successes from your past teaching.
- Articulate high-level goal(s) that can focus your efforts to improve your future teaching.
- Envision how ideas from this workshop or elsewhere could be integrated into your instructional approach to better advance your high-level goal(s).
- Provide support to others who are thinking about changing their instruction.



# **PART 1: PAST SUCCESSES**



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An example from  
my teaching...

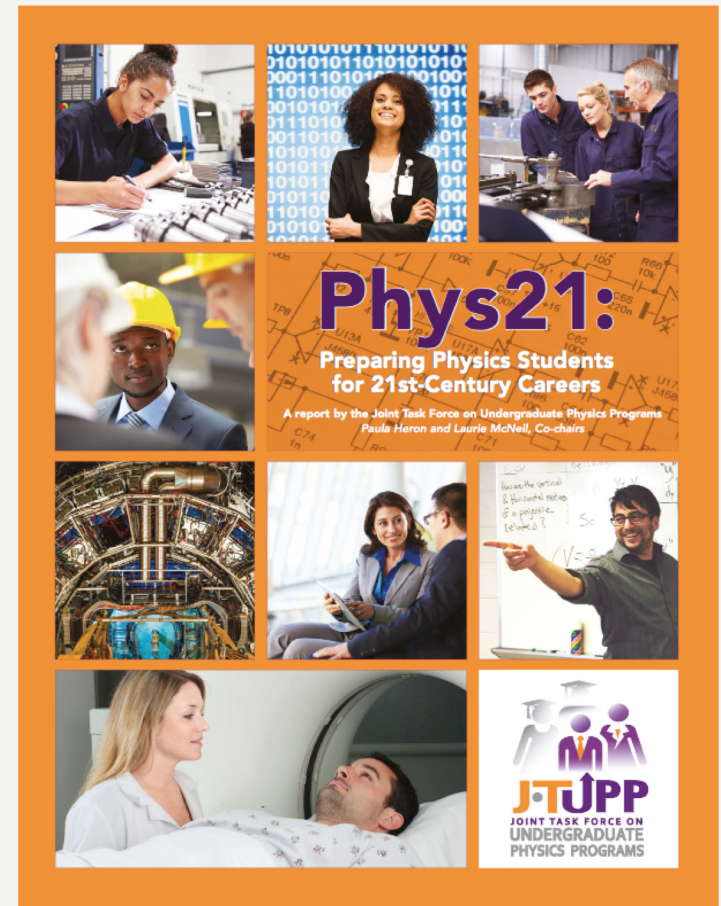
# PART 1: PAST SUCCESSES

- (1) Think of a moment when you felt successful in your past teaching. What happened?
- (2) What about your instructional approach do you think led to that moment of success?
- (3) Why was that moment meaningful to you? More formally, what high-level instructional goal of yours did it align with?
- (4) How does your goal align with the Phys 21\* goals?

# \*WHAT IS PHYS 21?

*Report that addresses:*

- What are employers looking for from physics graduates?
- What are departments already doing to address those needs?



# PHYS 21 GOALS

- A. Physics-Specific Knowledge
- B. Scientific and Technical Skills
- C. Communication Skills
- D. Professional/Workplace Skills

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“Work collegially and collaboratively in diverse, interdisciplinary teams”



# IDEALS DURING THIS ACTIVITY

- Work to figure out what matters to you and why, AND
- Support your peers in their learning
- *How?*
  - Let the prompts guide you
  - Work alone first
  - Discuss in *\*small\** groups (groups of 3)
  - Make space, take space
  - Use “Both/And” thinking
  - Pay attention to power dynamics

# **PART 1: PAST SUCCESSES**

Find your worksheets  
& the list of Phys 21 goals

# PART 1: DEBRIEF

- What did you learn about your neighbor's instruction?
  - What successes have they noticed?
  - Why does this matter to them?
  - How does their goal align (or not) with the Phys 2I goals?

# **PART 2: UNREALIZED GOALS**

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An example from  
my teaching  
(briefly)

## PART 2: UNREALIZED GOALS

- (1) What is a goal you wish you were closer to achieving? What keeps you up at night?
- (2) How does this goal align with the Phys 21 goals?
- (3) How have you tried to target this goal in your teaching so far?
- (4) Which new strategies from this workshop could you use to target this goal in the future?
- (5) What challenges do you anticipate?
- (6) What supports or resources\*\* could help you?

## PART 2: UNREALIZED GOALS

- (1) What is a goal you wish you were closer to achieving? What keeps you up at night?
- (2) How does this goal align with the Phys 21 goals?
- (3) How have you tried to target this goal in your teaching so far?
- (4) Which new strategies from this workshop could you use to target this goal in the future?
- (5) What challenges do you anticipate?
- (6) What supports or resources\*\* could help you?

\*\*more on this in later sessions!

## **PART 2: UNREALIZED GOALS**

Work independently on Part 2,  
then discuss with a neighbor &  
be ready to share



## **PART 2: DEBRIEF**

- What did you learn about your neighbor's instruction?
  - What goal do they wish they were closer to achieving?
  - What new ideas are they thinking about trying out?
  - What resources or supports might help them?

# WHAT'S NEXT?

*Today:*

- Free time & optional peer discussion
- Finding Helpful Information About Teaching: PhysPort & ComPADRE – Ellie Sayre
- Navigating Your Department Ecosystem to Solve Problems Beyond Your Classroom – Andy Rundquist

*Tomorrow:*

- Discovering the Resources for Solving Problems – Monica Plisch
- Final Planning for When I Get Back to My Classroom – Bob Hilborn