

“What? Me Change?”

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Introduction





One personal accomplishment
you are proud of

Our Treatment Plan

- **Problem**: Many statistics instructors desire to make changes, but face a variety of obstacles that prevent them from making those changes.
- **Goal**: Statistics instructors will implement their workshop plans with wild success—students will love statistics, profs will be rejuvenated, and no future barrier will seem insurmountable.

Or ...

- **Goal**: Participants will leave with a personal plan to guide them in reaching their statistics class goals. And, they will have fun and make great connections while creating this plan.

Overview

- Get right to work!
 - Small groups
- Model(s) of change
 - Overview
 - Step-by-step workshop
- Tricks of the trade

Get to work!

- Individually, brainstorm changes you would like to implement in your statistics course.
- Individually, narrow down your list to about 3. Choose based on priority or feasibility
- In small groups, share the changes you would like to make. Look for common ideas.

Overview

STAGE I: Decide whether to change

- * Consider your position in stages of change
- * Develop a clear sense of what is
- * Develop a clear GOAL
- * Weigh benefits and costs
- * Decide whether to proceed
- * Commit

STAGE II: Plan the change

- * Create objectives—what are the milestones to reach that goal?
- * Create interventions—what will you need to do to accomplish those objectives?
- * Count the cost
- * Revise as needed
- * Troubleshooting Plans

STAGE III: Implement the change

- * Work the plan
- * As things go wrong, implement your troubleshooting plans.

STAGE IV: Evaluate

- * Along the way
 - Are the steps getting you to your objectives?
 - Do your objectives still help you reach your goal?
- * At the end
 - Did the goal have the desired effect?
 - Gather formal and informal feedback

Other Models

- Project Initiation forms for Families ETC
 - Based on David Allen (Getting Things Done)
 - Based on Dale Carnegie

As an aside ...

- This is not a course planning workshop from an educational perspective

Curricular planning guides typically follow a process:

- Assess
- Design
- Develop
- Implement
- Evaluate

Our
focus



Back to the Model

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Stage I: Decide Whether to Change

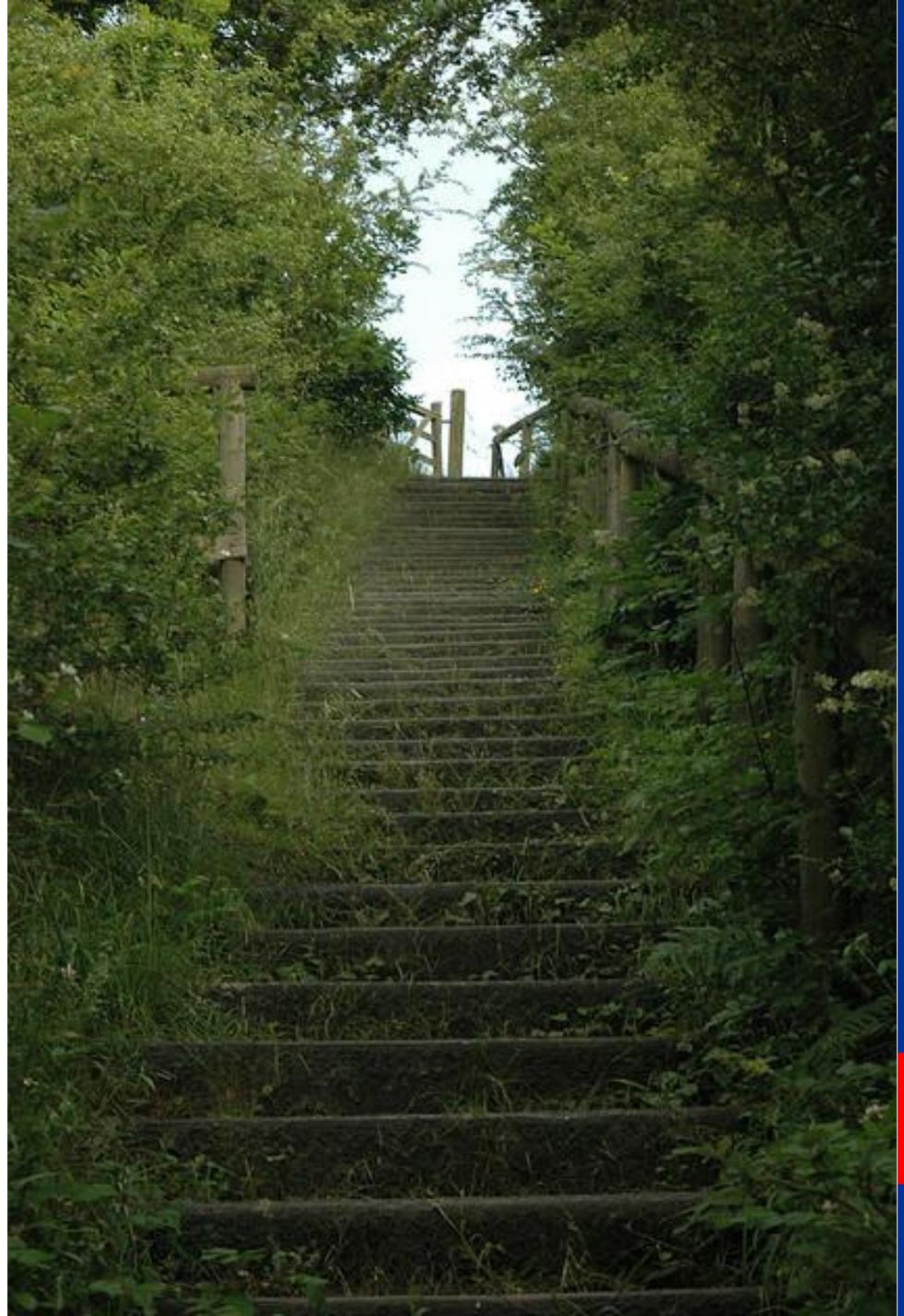


Stage II: Plan the Change



Stage III:

Implement
Change



Tricks of the Trade

No 3
Lang
Lang ist's
her

Handwritten musical score for No. 3, consisting of three staves of music. The key signature is one sharp (F#) and the time signature is 3/4. The notation includes various rhythmic patterns and accidentals.

No 4
Brüder
reich
die Hand
zum
Bunde

Handwritten musical score for No. 4, consisting of three staves of music. The key signature is one sharp (F#) and the time signature is 3/4. The notation includes various rhythmic patterns and accidentals.

Stage IV: Evaluate



Conclusion

- <http://www.youtube.com/watch?v=ealvk1cSyG8>

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