

# “What? Me Change?”


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# Introduction





A large, translucent blue iceberg floats in a body of water under a clear blue sky. The iceberg has a jagged, irregular shape with a prominent peak on the left side. The water is a deep blue, and the sky is a lighter blue. In the background, a dark, forested hill is visible on the right side. The overall scene is serene and majestic.

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





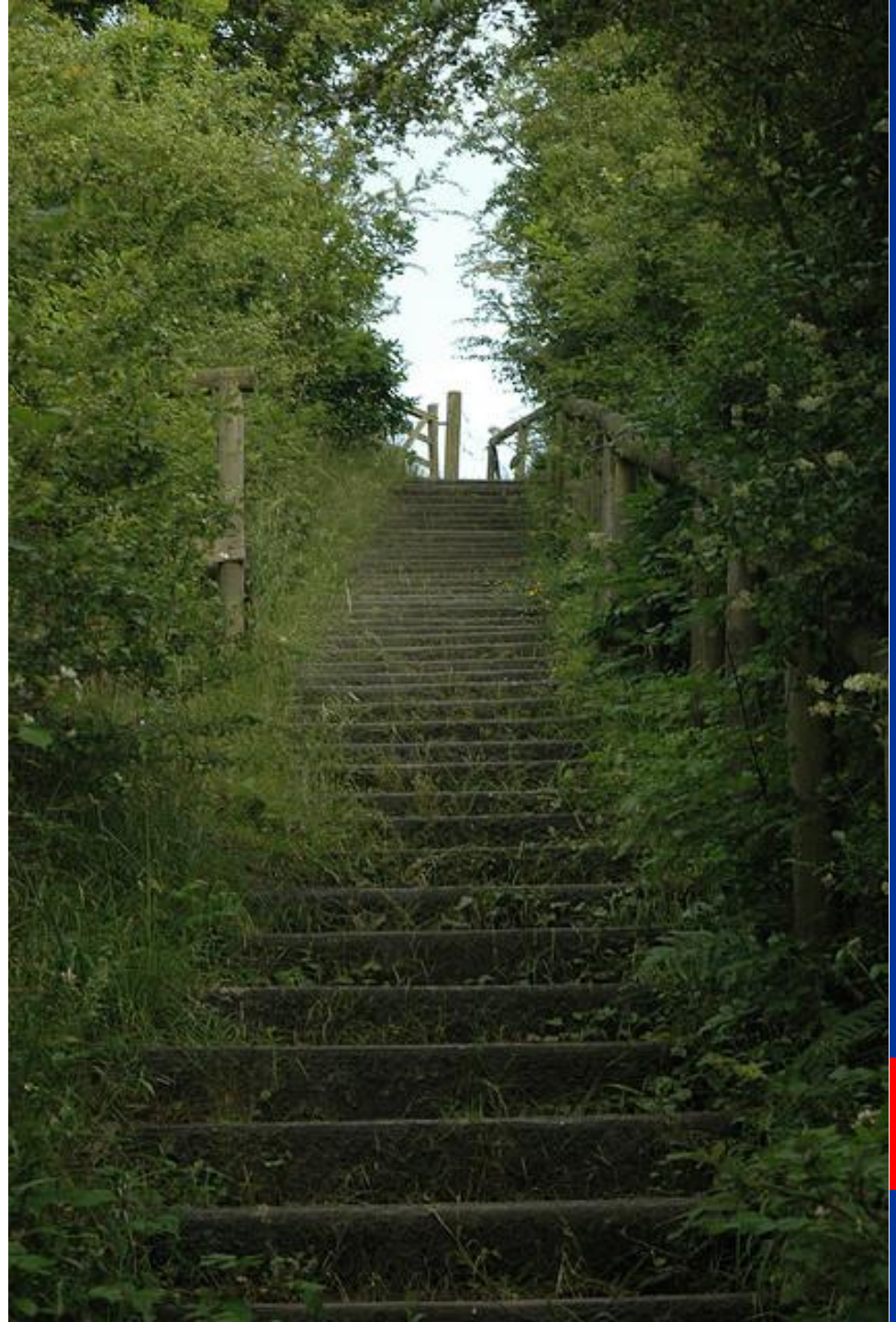
## Stage II: Plan the Change





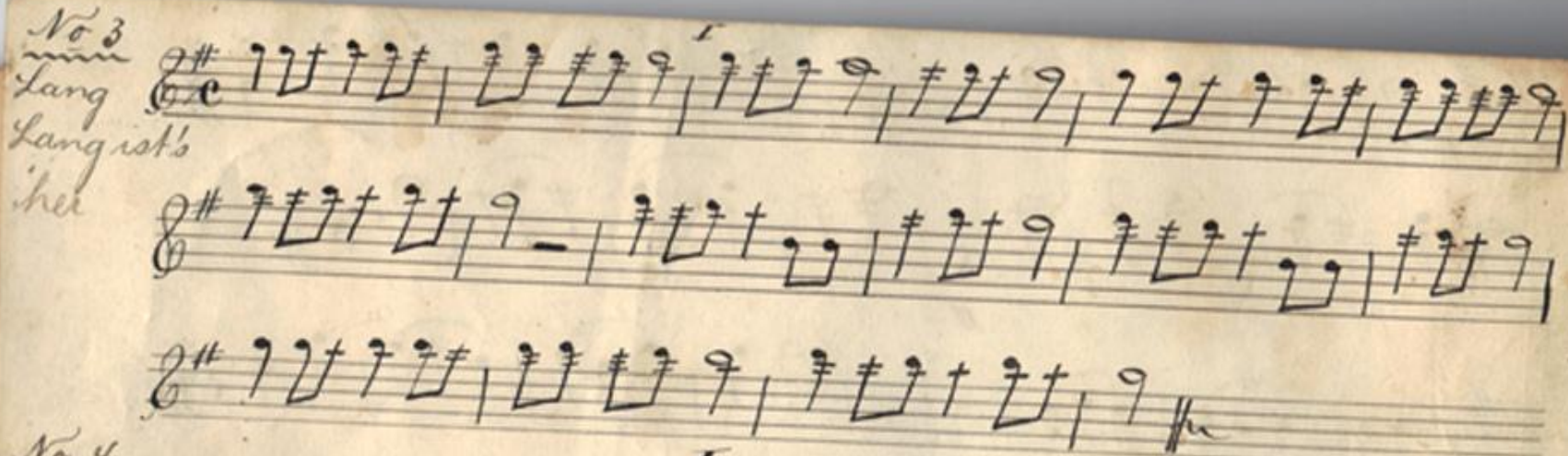
Stage III:

Implement  
Change

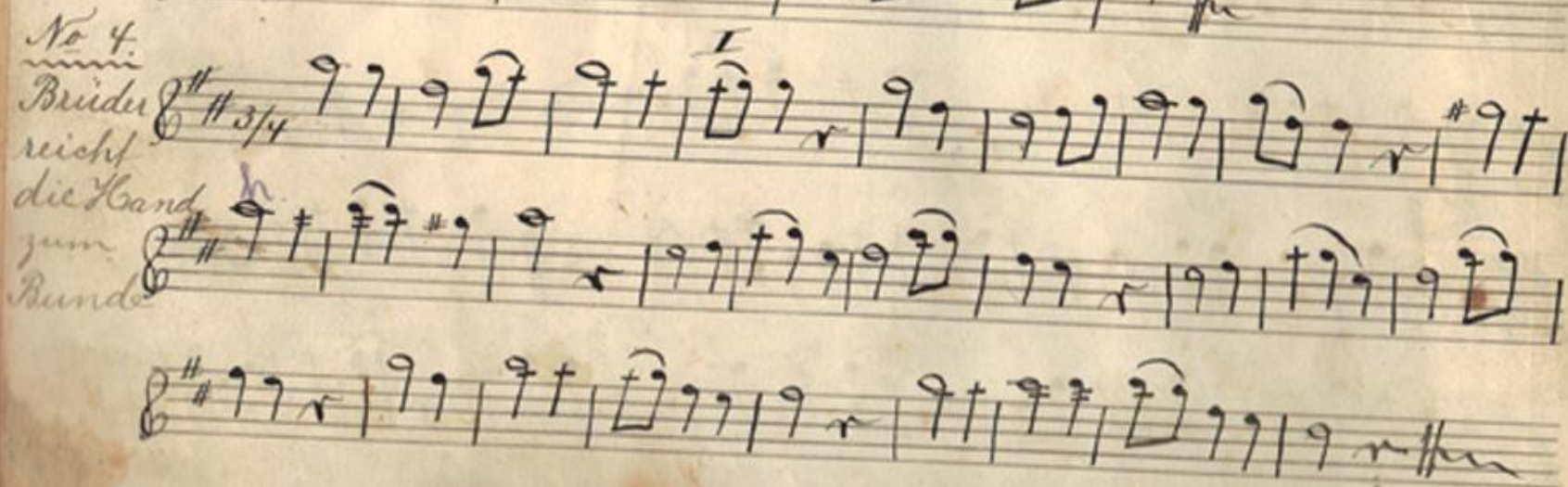


# Tricks of the Trade

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Bunde





## Stage IV: Evaluate



# Conclusion

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

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