



EDLD9434: TRANSFORMATIVE PRACTICE I

Georgia Southern University | College of Education | Department of Leadership, Technology, and Human Development



Dr. Steven Tolman (Associate Professor)

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OFFICE HOURS Schedule an appointment at your convenience by going to stevetolman.youcanbook.me

Schedule a meeting (in person, by phone, or via Zoom)

Mondays: 10:00am – 10:00pm
 Tuesdays: 8:30pm – 10:00pm
 Wednesdays: 10:00am – 1:00pm
 Thursdays: 10:00am – 1:00pm
 Saturdays: 8:30pm – 10:00pm
 Sundays: 8:30pm – 10:00pm

Drop-in Office Hours (COE 3108)

Mondays: 2:00pm – 5:00pm

ABOUT DR. TOLMAN

Learn more



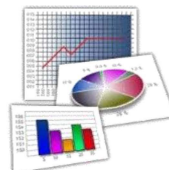
tinyurl.com/Tolman-EDLD

Dr. Tolman's CV



tinyurl.com/Tolman-cv

Research Agenda



tinyurl.com/Tolman-research

GCPA Journal



tinyurl.com/gcpajournal

EDLD9434 – TRANSFORMATIVE PRACTICE I (COURSE DESCRIPTION)

The first in a two-course series introduces and defines the nature of change and transformation in education, investigates change strategies, and reviews and refines theories regarding educational transformation. Candidates examine transformative education and the vision, leadership, and drive necessary to create innovative and transformative learning experiences. Candidates focus on three major concepts: change, transformation, and creativity, and examine how to effectively plan a transformative educational program or intervention at the micro/local level.

COURSE PURPOSE

This course aims to introduce the concepts of problems-of-practice, scholar practitioner, the Carnegie Project on Educational Doctorates (CPED), leadership theories, organizational change, systems thinking, and social network analysis (SNA). Furthermore, the course will expand upon relevant leadership theories for educational administrators and focus on applying theory-to-practice in P-12 education settings.

COURSE LEARNING OBJECTIVES/GOALS

As the first course in a two-course series, doctoral students in EDLD9434 (Transformative Practice I) will:

- Identify, analyze, evaluate, and apply relevant leadership theories to P-20 educational leaders
- Characterize, discuss, and explain the organizational change process and challenges within P-20 schools
- Articulate the importance of communication within the organizational change process
- Characterize 'systems thinking' and apply it to the organizational change process within P-20 schools
- Describe 'Social Network Analysis (SNA)', explain how it can be applied in P-20 organizational change, and construct the use of this statistical analysis
- Characterize and articulate what it means to be a scholar practitioner in P-20 education
- Distinguish and express the need for educational leaders to be scholar practitioners who address problems-of-practice as change agents within education

These learning objectives are very much in keeping with the purpose of the Ed.D program to help students learn to be change agents in educational settings. More specifically, it helps students meet the following goals:

- Use theory and research to frame, diagnose, and respond to problems of practice
- Develop a professional knowledge base that integrates both practical and research knowledge
- Building communication and collaboration of strategic partnerships within and across educational communities

ED.D. PROGRAM STUDENT LEARNING OUTCOMES

Outcome #1: Knowledge and Skills. Candidates in the Educational Leadership Ed.D. program will identify the appropriate professional knowledge and skills of an educational leader.

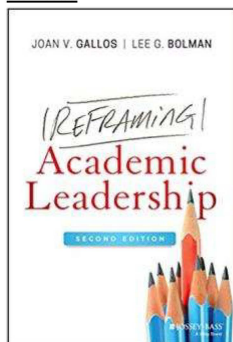
Outcome #2: Student Learning. Candidates in the Educational Leadership Ed.D. Program will demonstrate leadership decision-making skills in educational settings by analyzing problems of practice and implementing appropriate leadership strategies to develop meaningful solutions that impact student learning.

Outcome #3: Professional Competence. Candidates in the program will demonstrate and apply practical and interpersonal leadership competence. This will be achieved through experiential opportunities regarding the capacity to make and act upon ethical judgments in intercultural contexts; the motivation to engage in self-reflection in their academic, professional, and personal lives; and the ability to achieve organizational goals through socially responsible leadership.

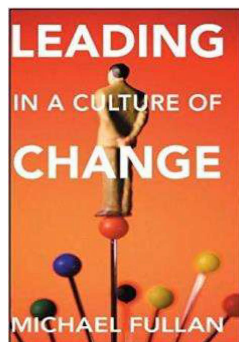
Outcome #4: Theory and Problems of Practice. Candidates in the Educational Leadership Ed.D. program will synthesize a professional knowledge base that integrates both practical and research experiences to link theory with solutions to problems of practice.

COURSE TEXTBOOKS

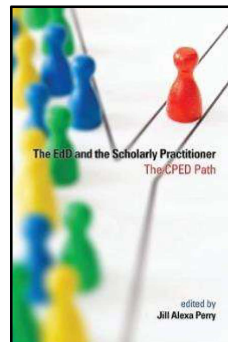
REQUIRED TEXT TEXT



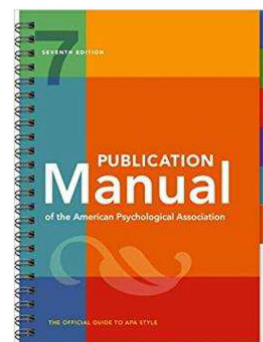
REQUIRED TEXT



SUGGESTED TEXT



SUGGESTED



REQUIRED	Bolman, L. & Gallos, J. (2021). <i>Reframing academic leadership (2nd Edition)</i> . Wiley.
REQUIRED	Fullan, M. (2001). <i>Leading in a culture of change</i> . Wiley.
SUGGESTED	Perry, J. A. (2016). <i>The EdD and the scholarly practitioner</i> . Information Age Publishing.
SUGGESTED	American Psychological Association. (2020). <i>Publication manual of the American Psychological Association (7th ed.)</i> . APA.

COURSE GRADING

GRADING

Preliminary Statement.....	10
Communication Discussion Post 1.....	5
Communication Discussion Post 2.....	5
San Diego Quiz.....	5
'SNA' Network Memo.....	20
Bolman & Gallos Discussion Post 1.....	5
Bolman & Gallos Discussion Post 2.....	5
Bolman & Gallos Discussion Post 3.....	5
Poster Presentation.....	40
TOTAL.....	100

FINAL COURSE GRADE

A = 91 – 100

B = 81 – 90

C = 71 – 80

D = 60 – 70

*Note that Graduate Programs at Georgia Southern do not use +/- within their grading scale

** Note that this is a hybrid course that requires four in-person meetings (see course schedule). For extenuating circumstances, students will be permitted to miss one meeting with no penalty. Beyond that one excused missed class meeting, students will receive a 10% course grade reduction for each additional missed class meeting.

COURSE ASSIGNMENTS/PROJECTS

PRELIMINARY STATEMENT – PROBLEM OF PRACTICE

This is a preliminary statement of what your poster presentation will be about (i.e., your problem of practice). It can be up to 3 pages long and should address the questions below. Before starting, please read the assignment for the poster presentation.

- What is your Problem of Practice? It can be what you want to do your dissertation on OR it can be unique to this class/project.
- What change will you focus on, and how does it relate to your Problem of Practice?
- What is the current status of the change? (For instance, is it something you imagine? Is something being planned? Something that has been implemented for a year? Something that is three years old? If there is a history, how well implemented does it seem to be?)
- Using the literature from this course (supplemented with other resources of your choice if you wish), please identify the factors that might facilitate or impede the implementation of this change.
- What data sources do you expect to use to learn about this change?
- Using the literature reviewed in item 3, what are your hypotheses or conjectures about what might affect implementation in the future?

PROBLEM OF PRACTICE PROJECT

In this project, you will apply what you have learned about organizational change to your problem of practice. You have three choices.

OPTION 1. If your problem of practice entails the design and trial of something new—for instance, a curriculum, an assessment tool, or software) – the paper will be a plan for implementing this “thing.” It will answer these questions:

- What is the change to be implemented? (Describe the key design features, including mandated elements, areas for local discretion, and ideal enactment of the change in practice.)
- What outcomes would you expect from ideal enactment? What side effects might need to be anticipated, especially those that must be protected against?
- What is the context or setting in which the change will be implemented, and how might it affect the implementation of that change?

Develop an implementation plan with steps to promote effective implementation (Identify barriers to implementation to anticipate variables that might affect implementation—including, but not limited to, those discussed in class—and ways to influence those barriers positively).

OPTION 2. If your problem of practice is to examine the implementation of an ongoing change— such as a school’s or district’s effort to implement professional learning communities or a new curriculum or to respond to teacher evaluation regulations—the paper will be an analysis of this effort. It will answer these questions:

- What was the change to be implemented? (Describe the key features of the design in question, including the clarity of that design.)
- What was the change process? (Provide a timeline. Identify stages and critical incidents.)
- What were the outcomes of the change process (intended and unintended)? What was the context or setting in which the change took place, and what features of that setting might have affected the change process?
- How would you explain those outcomes? To the extent relevant, please refer to the main concepts discussed in class. If you think other factors are relevant, please discuss them.
 - Vision
 - Communication
 - Resources & Knowledge
 - Leadership
- What is your diagnosis for moving forward?

OPTION 3. If your problem of practice doesn't focus on a particular change in a school, district, or university, think about a change that has happened recently that you know a fair amount about. Answer the same questions as in #2 above.

Your Project (OPTIONS 1-3) will have the following deliverable: A narrated PowerPoint presentation. This will consist of approximately 12 PowerPoint slides, with each one being narrated. You will upload this narrated PPT to YouTube and embed it on a discussion thread in our Folio site. We will display the presentations so everyone in the class can see them, give feedback, and then discuss patterns/trends.

SOCIAL NETWORK ANALYSIS - MEMO (with a partner)

Your task is to analyze the advice and friendship network structures of the Division of Student Affairs at Tolman University. You will be given a spreadsheet with two tabs (one for advice and one for friendship) and a video tutorial on calculating Social Network Analysis. You will calculate the following:

- Communication density within your division's advice and friendship networks.
- Determine how reciprocal these two networks are.
- Identify central/peripheral individuals in terms of both advice and friendship.

As the Vice President of Student Affairs at Tolman University, you will write a one to two-page memorandum to the university president that summarizes your findings and provides recommendations to utilize this knowledge to strengthen the Division of Student Affairs. You should consider practices/recommendations around but not limited to communication, hiring, supervision, professional development, networking, staff morale, etc. As a scholar-practitioner, the president of Tolman University would like to see your data and calculations. Subsequently, you will include them as an appendix/attachment to the memo you send the president.

The purpose of this assignment is for you to "dip your toes" into learning Social Network Analysis, and the power and influence of networks, and to use theory-to-practice by applying your SNA findings to make recommendations for practice. For this assignment, you have the choice to make general recommendations and apply them to everything the university does **OR** you can create a scenario that you want to address specifically using this SNA data (i.e., a reorganization of the division, budget cuts to the university as a whole, launching a new initiative, etc.).

ONLINE DISCUSSIONS/CONTRIBUTIONS

As this is a hybrid course, participation can be difficult to measure online. It is important that you are an ACTIVE learner in this course. Participation will be measured through a variety of methods. Most weeks, you will be expected to engage in discussion board posts and/or video reflections. For each module, the discussion expectations will be described to you, but typically they will include you posting or recording your thoughts and then replying to at least one of your classmates. If you find a comment pertinent to your situation or something you can respond to through experience or current concern, or a strong opinion, please post a reply.

Your active and thoughtful participation in discussion board activities is very important. You are expected to discuss through replies; failure will lower your grade. The assigned readings should be done so you can contribute insightful ideas and questions and be prepared to respond knowledgeably and insightfully to the ideas and questions of others. It is your responsibility to contribute to the discussion actively.

Written discussion posts require an initial response of 200-400 words. They are due by Saturday of the respective week, and at least one comment on other student responses is due by the following Wednesday evening (unless otherwise noted). You are expected to demonstrate good writing mechanics and adhere to APA (including citing and providing a reference list as appropriate). Instructions and expectations for video posts and other assignments will be outlined within the respective week's module.

SAN DIEGO QUIZ

This quiz will be based on the Fullan text readings regarding Alvarado's work. Students will be permitted to take the quiz only once and are asked not to use outside sources while taking the quiz.

TECHNOLOGY RESOURCES

This will be a fully online course. While the professor will do all they can to assist, it will ultimately be your responsibility to ensure you can use the technology needed for the course. A list of technology resources has been provided for you at tinyurl.com/tolman-tech.

COURSE POLICIES

Student email

Georgia Southern University created an email account for you when you registered for classes. Please log into WINGS and look under personal information to find your email account, name, and password. Your GSU email is your “official” email for the university, the department, and this course.

Responsible attendance and absences

This is a hybrid course within the Ed.D. Program that requires three Zoom meetings on Saturday mornings/afternoons (see course schedule for dates/times). The EDLD Program and Faculty require students to attend all of these Zoom meetings except when extenuating circumstances would prevent a student from traveling to campus for one of these class sessions. For extenuating circumstances, students will be permitted to miss one meeting with no penalty. Still, they will need to complete an additional assignment that will supplement/parallel what was covered in class for that day.

Beyond one excused missed Saturday class meeting, students will receive a 10% course grade reduction for each additional missed Saturday class meeting not attended (i.e., letter grade for the course will go down by one full grade for missing a second class, will go down by two later grades for missing a third class, and will go down by three letter grades for missing the fourth class). When students miss a Zoom meeting, they will be responsible for communicating with a classmate to learn what was covered in class that day. Students should let their faculty members know in advance when they’ll need to miss a meeting date so the faculty member can plan for that day’s class activities and coordinate with the student to complete the alternate assignment. Having this conversation as far in advance as possible will allow the faculty member to plan for your absence on that day(s) and see if there are any additional ways to incorporate you into the classroom learning/activities.

Deadlines

You are responsible for meeting all deadlines for every learning module and course assignment. Assignments will be given due dates. Assignments/Discussions/Quizzes not turned in by the designated due dates/times will be considered late and will have points deducted (20% deduction for each day it is late). The exception to this policy is extenuating circumstances that have been documented with the Dean of Students Office.

Class modifications

Check the entry page of Folio for notices concerning changes/modifications to class made by your instructor. I will inform you of any changes via email. If there is a need to adjust the schedule, I will provide written notification of the change with a rationale for the change.

Ethics and Professional Behavior

Students are expected to behave ethically at all times. Violations of the academic dishonesty policy will not be tolerated. The consequences of dishonest behavior will be commensurate with the activity to include, but not be limited to, a grade of ‘F’ for that activity or the class, dialogue with administrators, and/or dismissal from the College. In the completion of coursework, I expect students to:

- 1) Collaborate with colleagues in a professional manner
- 2) Follow directions and, complete all portions of assignments, write with clarity
- 3) Demonstrate the ability to analyze and synthesize material
- 4) Cite carefully and appropriately from the body of professional literature
- 5) Submit products that reveal pride in one’s work and attention to detail.

Course concerns

If you have any concerns about the assignments or your performance, please contact me via campus email (stolman@georgiasouthern.edu). Early questions result in better learning (for students and instructors).

UNIVERSITY POLICIES

Academic Dishonesty

Students at Georgia Southern University are an essential part of the academic community and enjoy substantial freedom within the framework of the educational objectives of the institution. The freedom necessary for learning in a community so rich in diversity and achieving success toward our educational objectives requires high standards of academic integrity. Academic dishonesty has no place in an institution of advanced learning. Georgia Southern University considers academic integrity essential to each student's personal and intellectual growth. Instances of academic dishonesty are addressed consistently. All members of the community contribute actively to building a strong reputation of academic excellence and integrity at Georgia Southern University. It is each student's responsibility to know what constitutes academic dishonesty and to seek clarification directly from the instructor if necessary. The Office of Judicial Affairs is located in Russell Union room 2023 (912-486-7301). Examples of academic dishonesty include, but are not limited to:

- Submission of an assignment as the student's original work that is entirely or partly the work of another person.
- Failure to appropriately cite references from published or unpublished works or print/non-print materials.
- Unauthorized copying of an assignment in computer programming, or the unauthorized examination or view of the computer, specifically during examinations.
- Possession and/or unauthorized use of tests, notes, books, calculators or formulas stored in calculators not authorized by the instructor during an examination.
- Providing and/or receiving information from another student other than the instructor, by any verbal or written means.
- Observing or assisting another student's work.
- Violation of the procedures prescribed by the professor to protect the integrity of the examination.
- Cooperation with a person involved in academic misconduct.

A student who has been accused of academic dishonesty will be asked to meet with the course instructor. The matter can be resolved informally at the College level and/or an academic sanction can be imposed. If the student opposes the decision, he/she may appeal to the College Dean.

Student Accessibility Resource Center:

Georgia Southern University is committed to providing an equal educational opportunity to qualified students with disabilities. The Student Accessibility Resource Center (SARC) is the primary resource of services for the students. Any student who has a documented disability or is in need of academic accommodations should notify the SARC office in order that special accommodations may be made. Accommodations are individualized and in accordance with §504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1992. For more information, visit the web at: <http://students.georgiasouthern.edu/sdrc/> or call: 912-478-1566 (Statesboro) or 912-344-2572 (Savannah).

Diversity

Together, we maintain an intellectual culture that is accessible, disciplined, free, safe, and committed to excellence. By our behavior with one another, we endorse a culture of diversity, celebrating the uniqueness of the individual and developing our understanding and tolerance of differences in gender, ethnicity, age, spiritual belief, sexual orientation, and physical and mental potential. We take responsibility for sustaining a caring culture and nurturing growth and fulfillment in one another and our larger communities. We insist on a culture of civility united in our rejections of violence, coercion, deceit, or terrorism. We work to increase collaboration, cooperation, and consensus within a rational dialogue characterized by mutual respect and consideration. This is a responsible culture. We expect each member of our community to carry out his or her duties responsibly to preserve the integrity, quality, and decency of our environment and discourse.

In order to accomplish the above-mentioned expectations and responsibilities, everyone must engage in certain specific behaviors. Inside the classroom, the students are expected to respect the sanctity of the teaching/learning process by expressing respect for the faculty member as the organizer and guide through this learning experience, as well as for fellow students. Disruptive, disrespectful, discriminatory, harassing, violent and/or threatening behavior is explicitly prohibited. Students are expected to be responsible for their own learning and, in return, can expect responsible teaching from the faculty member.

EDLD9434 – Tentative Course Schedule

<p>Week 1 5/19 – 5/25</p>	<p><u>Scholarly Practice & Problems of Practice</u> Perry (2015) Kupo (2014) Schultz (2010) Strietzel & Siriam (2022) Ma, Dana, Adams & Kennedy (2018) CPED (2022) City et al. (2009)</p>	<p>'Attendance Verification Quiz' is due by 5/21 'Getting Started Quiz' is due by 5/21 Preliminary Statement is due by 5/25 at 11:59pm</p>
<p>Week 2 5/26 – 6/1 5/31 (Zoom)</p>	<p><u>Leadership Theories & Conceptualizing Change</u> Fullan (2001) Chapter 1 Hall & Hord (2006) Chapter 1 Daniels, Hondeghem, and Dochy (2019) <u>Critical Thinking</u></p>	<p>Zoom Meeting on 5/31 from 9:00am – 12:00pm</p>
<p>Week 3 6/2 – 6/8</p>	<p><u>Organizational Change & Communication</u> Fullan (2001) Chapters 2-4 Hall & Hord (2006) Chapter 6 and Chapter 7 Yue et al. (2021) Beck (2013) Matter (2015) Supplemental/Optional: Oreg & Berson (2019)</p>	<p>Discussion Posts (x2) due by 6/8 at 11:59pm San Diego Quiz due by 6/8 at 11:59pm</p>
<p>Week 4 6/9 – 6/15 6/14 (Zoom)</p>	<p><u>Systems Thinking</u> Ndaruhutse, Jones, & Riggall (2019) Shaked & Schechter (2020)</p>	<p>Zoom Meeting on 6/14 from 9:00am – 12:00pm Systems Thinking Accelerators (Zoom activity) Systems Thinking Parts (Zoom activity)</p>
<p>Week 5 6/16 – 6/22</p>	<p><u>Networks & Social Network Analysis</u> Grunspan et al. (2014) Sheedy (2019) Jaber (2018)</p>	<p>Working on Social Network Analysis</p>
<p>Week 6 6/23 – 6/29 6/28 (Zoom)</p>	<p><u>Networks & Social Network Analysis</u></p>	<p>SNA Memo is due by 6/29 at 11:59pm</p>
<p>Weeks 7-8 6/30 – 7/13</p>	<p><u>Reframing Academic Leadership</u> Bolman & Gallos (2021) – Parts 1-3</p>	<p>Discussion Posts 1-3 due by 7/13 at 11:59pm</p>
<p>Week 9 7/14 – 7/17</p>	<p><u>Wrapping it up!</u></p>	<p>Poster Presentation due by 7/17 at 11:59pm</p>