

# **EADU 8200**

## **Theory and Practice of Educational Change Lifelong Education, Administration, and Policy**

**University of Georgia**

**Spring, 2008**

### **Faculty**

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### **Course Description**

Individual and collective meanings of change, theory, and practice of organizational change and development in a variety of educational settings.

### **Course Texts**

Burke, W. W. (2002). *Organization change: Theory and practice*. Thousand Oaks, CA: Sage.

Friedman, T.L. (2007). *The world is flat*. (further updated and expanded edition, release 3.0) New York: Farrar, Straus, & Giroux.

Gladwell, M. (2002). *The tipping point*. New York: Little, Brown, & Co.

Brewster, M. & Dalzell, F. (2007). *Driving change: The UPS approach to business*. New York: Hyperion.

## **Goals**

- 1) Understand issues, theories, and practices related to organization development and change
- 2) Develop abilities in research and writing
- 3) Build skills as an effective team member

## **Objectives**

- 1) Undertake and analyze a personal experience of change
- 2) Identify ethical issues in organization change
- 3) Describe leadership issues related to organization change
- 4) Become familiar with both scholarly and popular literature regarding change
- 5) Apply organization change principles to the work setting
- 6) Explore potential dissertation topics
- 7) Begin process of selection of major professor and dissertation committee

## **Academic Honesty**

All academic work must meet the standards contained in “A Culture of Honesty.” All students are responsible to inform themselves about those standards before performing any academic work. Refer to the graduate catalog, graduate school website, and student handbook for further information regarding academic honesty.

## **Syllabus**

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

## **Persons with Disabilities**

Students with disabilities who require reasonable accommodations in order to participate in course activities or meet course requirements should contact the faculty to discuss any concerns.

## **Attendance**

The course is based on the assumption that each student is a resource person as well as a learner and each has a responsibility to contribute to the group's learning. Inasmuch as the class only meets 5 times in a face-to-face format, it is important to be in attendance and to actively participate in each class session. If you absolutely must miss class, please notify the instructor in advance.

## **Grading Standards**

95 – 100	points	A
90 – 94	points	A-
87 – 89	points	B+
83 – 86	points	B
80 – 82	points	B-
70 – 79	points	C

Incompletes will not be given except in the rare case of a medical emergency.

## **Assignments**

- 1) Individual Change Project (20 points)**
- 2) Research Paper (30 points)**
- 3) Team Project (25 points)**
- 4) Postings & participation (25 points)**

## **Individual Change Project (20 points)**

Inasmuch as the class generally deals with experiences with team and organizational change processes, this assignment is one vehicle for analyzing your experiences with individual change. The goal of the project is for you to grapple with undertaking change on an individual level.

- 1) Select a personal change that you think is important to achieve over the next 10 weeks.
- 2) Write three short (3-5 pages) papers over the course of the semester detailing your experiences, progress (using an appraisal or measurement system you have devised), and reactions or insights you have about the change process.

NOTE: THESE PAPERS WILL BE CONFIDENTIAL

- 1) ICP paper 1 – clearly identify: (5 points)
  - the change goal
  - why it is important to you
  - what specific strategies you will use to achieve your goal
  - what system for appraising and measuring your progress week by week will be applied
- 2) ICP paper 2 – present a mid-term progress report that clearly: (5 points)
  - outlines progress in managing your individual change process
  - assesses the effectiveness of the strategies you have selected
  - applies concepts from the change literature studied in class
- 3) ICP paper 3 – reflection on the experience that addresses: (10 points)
  - success in achieving your change goal
  - data specific to your experience or change
  - analysis of success/failure in completing change
  - relevant concepts from the change literature

## **Research Paper (30 points)**

The purpose of the research paper is to explore in depth a concept from your readings in the Burke text. Thus you could select one of the forerunners of organization change from chapter 1; you might select an organization change theory or model from chapters 3 or 8; or you might choose to do a case study such as that presented in *Driving Change*. Alternatively, if you have an idea that interests you as a possible dissertation topic that you would like to explore in-depth, that could also be used as your research project for this course. At the second class meeting (Feb. 8), I will ask you to submit a preliminary paragraph description of your proposed research paper including topic,

reasons for choosing the topic, at least three references that you have consulted on the topic, and your general goal for the paper. Keep in mind that the paper should not just be an overview, but should dig into a concept, idea, theory, model, etc. The paper should be 12-15 pages, excluding references and title page, and include at least 7 scholarly resources (journals, proceedings, academic books, etc.) Do not use our textbook as a reference, though the text might suggest helpful scholarly references. Use APA Publication Manual, 5<sup>th</sup> edition for your references and citations.

## **Team Project (25 points)**

The team project is designed to assist you in analyzing and critiquing organizational change in business, in government, and/or in education. Three teams will be organized the first class meeting.

Each team will be responsible for leading the class discussion on one of the major readings on the assigned date (*The Tipping Point*; *The World is Flat*; *Driving Change*). The discussion should take about 90 minutes. All team members should participate in leading parts of the discussion.

Prepare a PowerPoint presentation of 15-20 slides. Provide hard copies for the class. The presentation should contain the following elements: (all do not have to be on the ppt, but all should be mentioned in the discussion)

- thesis of the book
- main supporting ideas of the book
- biographical information about the author including other works
- underlying assumptions (political, theoretical, demographics, ethnicity, etc)
- presentation of the material
- accuracy of information
- style/presentation
- significant concepts, points, ideas
- relevancy to organizational change
- strengths /weaknesses of the book
- application to the workplace

## **Postings and Participation (25 points)**

Inasmuch as we meet only 5 times face-to-face, it is important that you participate actively while in class and that you participate meaningfully in online discussions and postings. The face-to-face portion of the course will be supported by WebCT communication and discussion. Questions will be posted relevant to the readings from the Burke text and other readings. You should respond to each question and also post at least two substantive comments in response to your colleagues' postings each week that we do

not meet face-to-face (minimum of three posts). The time for postings will close at 6pm on the date indicated for the postings to be complete. You are also expected to participate actively in your team project.

## **Writing Guidelines**

Double space all typed material following the *APA Manual, 5<sup>th</sup> Edition*, for style format, and citation guidelines

## Course Schedule

<u>Date</u>	<u>Discussion Topics</u>	<u>Readings</u>	<u>Assignments due</u>
1/11 <b>F2F</b>	Introduction/background	Burke, Ch1	
1/18	CC & Change	“Path to the American Dream”	Postings
1/25	Personal change		ICP #1
2/1	Change in Education	“Mind Changing in A Formal Setting”	Postings
2/8 <b>F2F</b>	History & foundations	<i>The Tipping Point</i> Burke, Ch 2,3,4,12	Team Presentation
2/15	Open systems	“Nature Intervenes: Organizations as Organisms”	Postings
2/22	Personal change		ICP #2
2/29	Theories & Models	“Change:Moving Forward Gracefully”	Postings
3/7 <b>F2F</b>	Levels of change; Research; Conceptual Models	<i>Driving Change</i> Burke, Ch 5,6,7	Team Presentation

3/14	Spring Break		
3/21	Kotter Model	“A Comprehensive Change Model” “Change Management”	Postings
3/28 <b>F2F</b>	Guest Speaker Dr. Karen Watkins		ICP #3
4/4	Research in Org Change		Research paper
4/11	IT and change  E2K	“A Global Electrifying Tip” “Dawn of E2K in India”	Postings
4/18	Leadership	“Leading Change in Organizations	Postings
4/25 <b>F2F</b>	Integrated models; Leading change	<i>The World is Flat</i> Burke, Ch 8,9,11	Team Presentation