

AUC Center for Learning and Teaching Design the Future

Imagining the “Possible Future”: Centers for Learning and Teaching as Enablers



CENTERS FOR LEARNING AND TEACHING

CLT's have evolved quickly
and can **respond** to
institutional needs

Pandemic then
...introduction of AI (and
more) heightened the need
for academic support systems
and important role of centers
for learning and teaching



“To design is to devise courses of action aimed at changing existing situations into preferred ones”

HERBERT SIMON , NOBEL LAUREATE



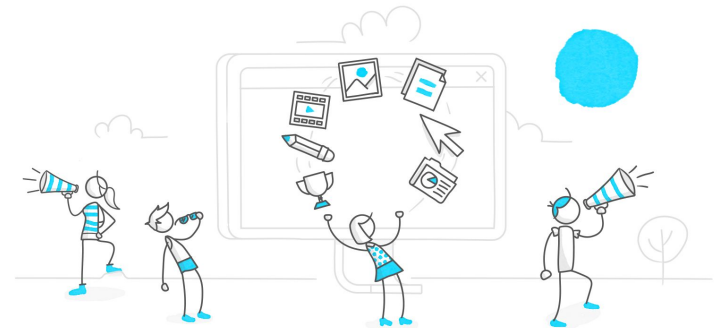
The best way to predict the future is to design it

ALAN KAY , FUTURIST



WHY SHOULD WE AS CLT's PARTICIPATE ACTIVELY IN DESIGNING THE FUTURE OF T&L?

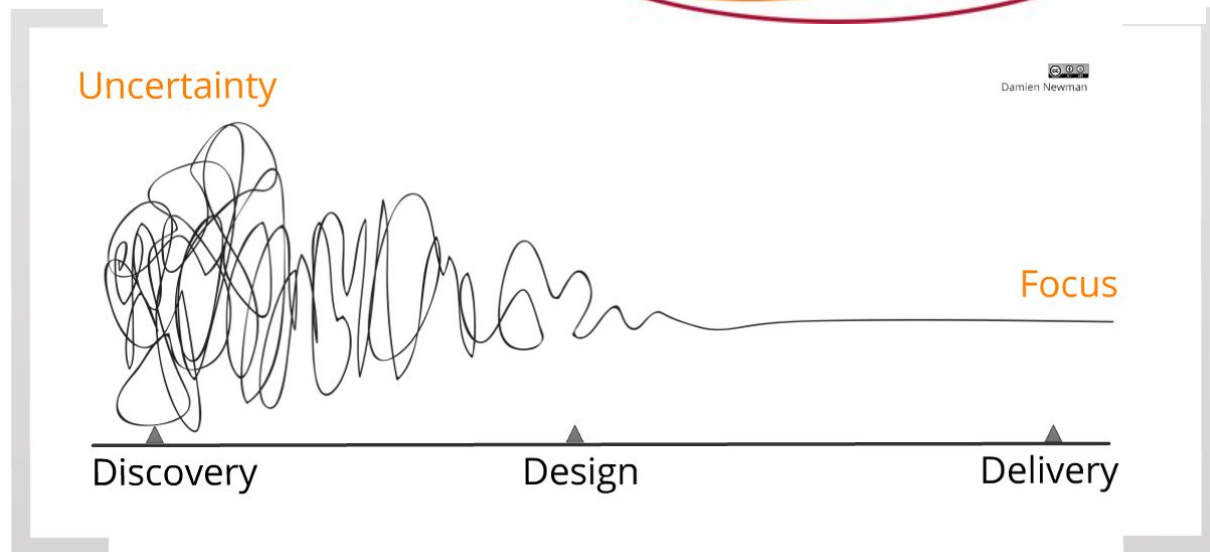
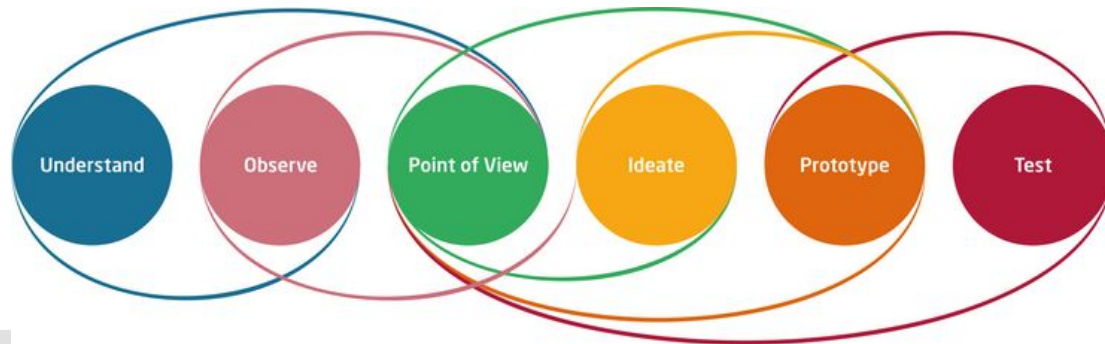
- Faculty needs and their emerging role
- Student needs
- Market preparedness
- Changing educational landscape and paradigms
- Value proposition of HE...



HOW MIGHT WE DESIGN THE FUTURE of CLTs?



DESIGN THINKING



Human-Centered Design

The most common place where solutions go wrong is that they're made for the people designing them, not for the people who will use them.

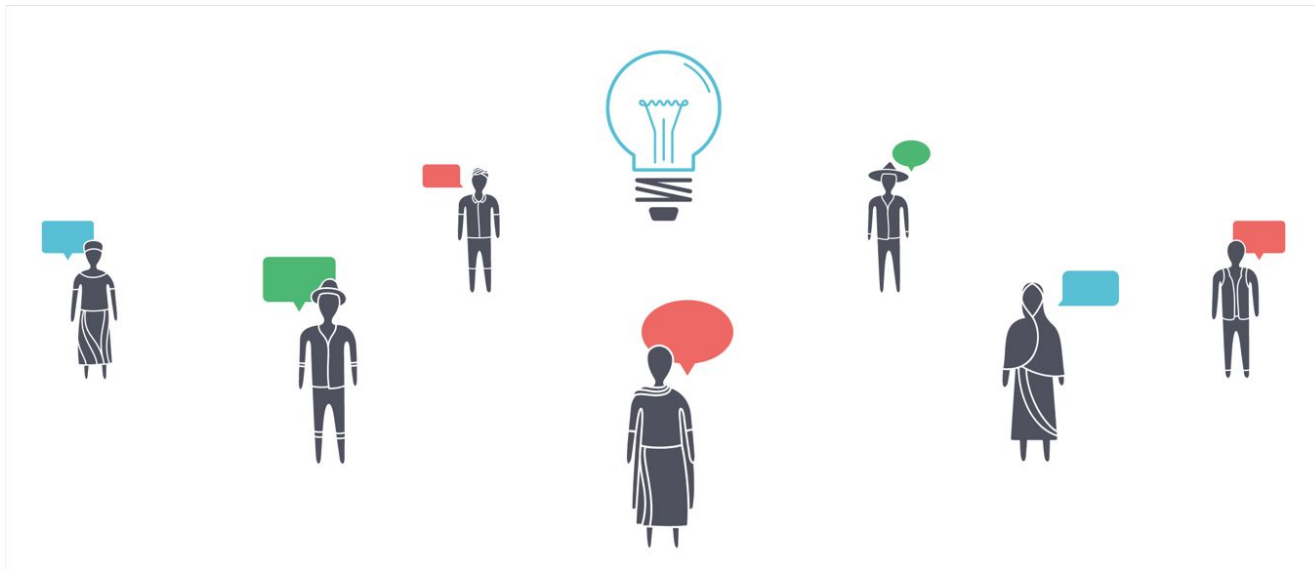


INSIGHTS for future directions



WHY EMPATHY

Develop a deep understanding of people's goals, barriers, environment and their interactions within their environment.



Design Thinking and Futures Thinking

Looking Back to Look Forward:

*In Design Thinking we are guided heavily by **stories from our users** — these are data points about the past. Futures Thinking exercises can help connect the data points to **uncover trajectories**. It can help us understand users on a deeper level by seeing how their realities and behaviors have evolved (and how they **might continue to evolve**).*

[Source Anna Roumiantseva](#)

Futures thinking

Principles of Futures Thinking



The future is not
predictable.



The future is not
predetermined.

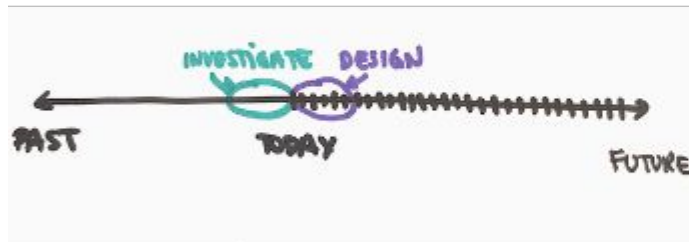


The future can be
influenced by
individual choices.

[Image Source](#)

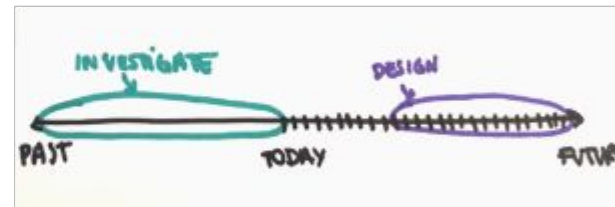
Design Thinking and Futures Thinking

DESIGN THINKING



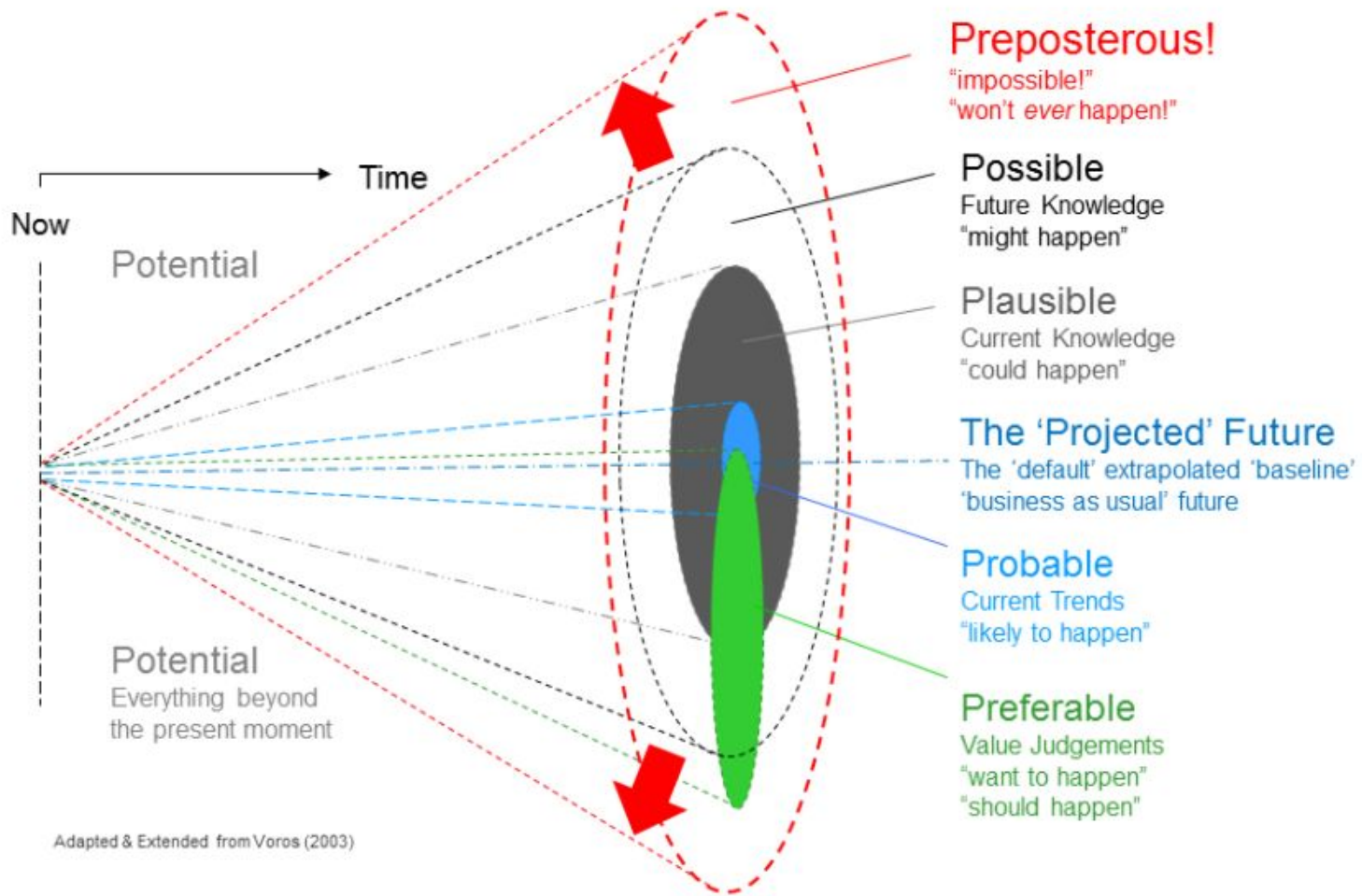
Short-Term

FUTURES THINKING



Long-Term

[Image Source](#)



Adapted & Extended from Voros (2003)

TAKING THE FIRST STEPS TOWARDS DESIGN THINKING AND FUTURES THINKING



OUR EXPERIENCE



Summer Insights (2021) : Emerging Stronger after COVID-19

Areas we Explored:

- Faculty Motivation to Use CLT Services
- Faculty Experience Using CLT Services
- Faculty User Journey
- Factors that affect User Journey
- How do faculty in different schools measure the impact of teaching strategies on student learning?
- Measuring Impact of CLT Events/Services (Workshops, Consultations, MSA)

OUR CLT EXPERIMENT IN DESIGN THINKING AND “MINI” FUTURES

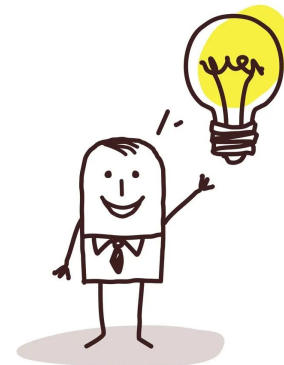
EMPATHY INTERVIEWS



MULTIPLE SURVEYS



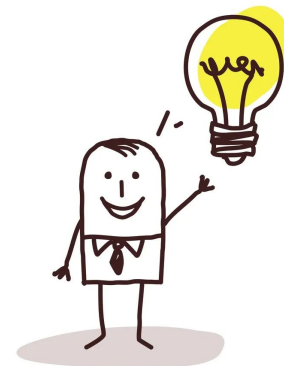
Priority Insights in AY 2021-2022



Priority Insights from 20+ faculty interviews:

1. Continue online workshops option.
2. Continue “community building” aspects of CLT (inspiring and active discussions among faculty during events are valued and appreciated).
3. Workshops to focus more on concrete and implementable ideas/tools that can be directly used in the classroom -- less “theory” and “therapy” discussions. Small contained ideas/tools that can be implemented right away without requiring a lot of time and effort. Idea of mini workshops.
4. Differentiated Faculty PD (faculty level)
 - Target faculty by user segment: Innovators, New (tenure track) who are excited and motivated to innovate and need some guidance, Faculty who maybe less willing but can be motivated and are ready to Learn
 - Experienced faculty versus beginners need diff PD, not basics
 - Customised PD for programs/departments based on relevance, specific interests and/or student feedback

Priority Insights in AY 2021-2022



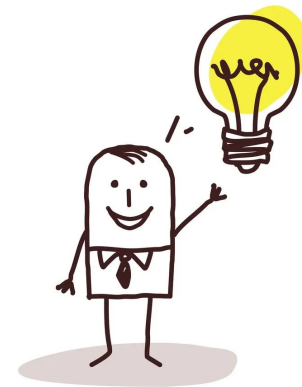
5. More targeted (and reframed as needed) marketing for specific identified groups of the different CLT services to increase awareness and reach + value of top-down marketing (deans, chairs, Provost, AP-TLT) or “encouragement” to make use of services + How to market sessions in a way that people are fully aware of what to expect.
6. CLT to guide on how to engage students better given the lower attention span and distractions
7. CLT to support faculty with low performance (evaluation scores) to improve (should not be CLT’s role)
8. AUC to require in-depth orientation for new faculty (including general aspects e.g. attitude and how to deal with students as well as specific teaching approaches and course & assessment design)
9. AUC to incentivize good and innovative teaching

DESIGN THE FUTURE CO-DESIGN CLT PROGRAMMING EXAMPLES

- Newly Redesigned Pathways Programs
- Digital Innovators Program
- Design Thinking Integration and Real Life Experiential Learning
- Future of Assessment in the Age of AI (2023)

Reflecting on the Future of Centers for Learning and Teaching

Inspired by Laura Czerniewicz



“As we enter a new year of anticipated challenges, I would like to reflect on the core function that Centers for Learning and Teaching (CLTs) serve in institutes of higher education. What is the role of centers for learning and teaching in universities? Do CLTs provide a compass for university leadership or an anchor for the community when the sea of uncertainty gets rough and anxieties run high? Can CLTs provide both stability and direction while continuing to offer programs and services that support faculty in growing as reflective professional educators and fostering excellence in teaching and learning? Are they an engine for faculty development and innovation or rather a haven for faculty to seek support, ideas and guidance? For many institutions and leaders of higher education, CLTs have evolved to become mission-critical and not just “good to have on campus”.”

Message from the director, CLT Annual Report 2021

ACTIVITY



RESTORE

WHAT NEEDS TO
RETURN TO YOUR
CLT CULTURE,
CAMPUS,
ECOSYSTEM...

TRANSFORM

WHAT CAN WE
TRANSFORM INTO A
NEW OFFERING,
EXPERIENCE...

REMOVE

WHAT NEEDS TO
END, BE PHASED
OUT, CHANGE...

EVOLVE

WHAT NEEDS TO
GROW, FLOURISH,
BE NURTURED...

To achieve the T&L experience of the future, what are some things your CLT **currently does that do support** the preferable future T&L?

What are some things your CLT currently **does that will not be helpful** to improving the T&L experience in the future, (that it needs to STOP doing completely) Why?

What are **some new ideas emerging** for you today, that need resources/support in order to enhance T&L in future OR address challenges?

What are some **new** or **transformed** initiatives by your CLT that affect the T&L experience at your institution and that we need to “grow” in order to create a better T&L experience in future.

To achieve the T&L experience of the future, what are some things your CLT currently does that would support the preferable future of T&L?

- What is needed to keep them going?
- How can they be improved?

What are some things your CLT currently does that will not be helpful to improving the T&L experience in the future, things you could STOP doing completely? Why?

What are some new ideas emerging for you today, that need resources/support in order to enhance T&L in future OR address challenges?

- What is needed to make these ideas a reality?
- What are the barriers to making these ideas a reality?
- What might the role of CLT be?



LOOKING BACK TO LOOK FORWARD

Working silently and individually, have each person create a few sticky notes in all four quadrants below for about five minutes. With the remaining time, discuss notes in each quadrant.

CONTINUE

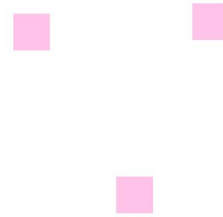
What should we keep doing?
What should we celebrate?
Where did we make progress?



Type your progress...
**SHAPING
FUTURE OF
CLTs**

STOP

Where did we have problems?
What was frustrating to us or others?
What held us back?



START

What ideas do you have for the future?
Where do you see opportunities to improve?
What has untapped potential?



TRANSFORM

What do you believe we should do next?
What specific things should we change?
What should extend?



Let's embrace an experimental mindset:)

ACTIVITY



Café Etiquette
World Café Guidelines



DESIGN THE FUTURE CO-DESIGN CLT PROGRAMMING





*How might we reimagine
the professional
development experience for
faculty in a world where
educational needs and
paradigms are shifting?*



How might we cultivate a culture of lifelong learning among faculty, fostering their continuous growth and development as educators in an ever-evolving educational landscape?



How might we empower faculty to embrace innovation and experimentation in their professional development journey, encouraging them to explore new teaching methodologies and technologies?

SCENARIO SKETCH WORKSHEET

Headline:

1 Drivers/Trends/Events:

3 Challenges and Opportunities:

2 Scenario Narrative:
Describe your scenario—as a story, a description of a world, a day in the life, a news report...

What is one new or transformational initiative your could offer by your CLT that could affect the T&L experience at your institution

HOW MIGHT WE...

LEVERAGE TECHNOLOGY TO PROVIDE FACULTY WITH CONTINUOUS AND ACCESSIBLE PROFESSIONAL DEVELOPMENT OPPORTUNITIES THAT ALIGN WITH THE EVOLVING EDUCATIONAL LANDSCAPE?

HOW MIGHT WE...

EMPOWER FACULTY TO EMBRACE INNOVATION AND EXPERIMENTATION IN THEIR PROFESSIONAL DEVELOPMENT JOURNEY, ENCOURAGING THEM TO EXPLORE NEW TEACHING METHODOLOGIES AND TECHNOLOGIES?

HOW MIGHT WE...

INTEGRATE EXPERIENTIAL LEARNING AND PRACTICAL APPLICATION INTO FACULTY PROFESSIONAL DEVELOPMENT, ENSURING THEY CAN EFFECTIVELY IMPLEMENT NEW EDUCATIONAL APPROACHES AND STRATEGIES?

HOW MIGHT WE...

CREATE A FLEXIBLE AND PERSONALIZED PROFESSIONAL DEVELOPMENT PROGRAM THAT ACCOMMODATES THE DIVERSE EDUCATIONAL NEEDS AND PARADIGMS OF FACULTY?

HOW MIGHT WE...

INCORPORATE ONGOING ASSESSMENT AND FEEDBACK MECHANISMS INTO FACULTY PROFESSIONAL DEVELOPMENT, ENABLING THEM TO REFLECT ON THEIR TEACHING PRACTICES AND ADAPT TO EMERGING EDUCATIONAL NEEDS?

HOW MIGHT WE...

FOSTER A COLLABORATIVE AND INTERDISCIPLINARY APPROACH TO PROFESSIONAL DEVELOPMENT FOR FACULTY, ENCOURAGING CROSS-POLLINATION OF IDEAS AND PRACTICES ACROSS DIFFERENT EDUCATIONAL DISCIPLINES?

HOW MIGHT WE...

ESTABLISH A SUPPORTIVE NETWORK AND COMMUNITY OF PRACTICE FOR FACULTY, FACILITATING KNOWLEDGE-SHARING AND PEER-TO-PEER LEARNING IN A RAPIDLY CHANGING EDUCATIONAL ENVIRONMENT?

HOW MIGHT WE...

FOSTER A CULTURE OF LIFELONG LEARNING AMONG FACULTY, FOSTERING THEIR CONTINUOUS GROWTH AND DEVELOPMENT AS EDUCATORS IN AN EVER-EVOLVING EDUCATIONAL LANDSCAPE?

SCENARIO READINESS CANVAS

SCENARIO:

TIME HORIZON:

	PEOPLE What kind of talent and skills would this scenario require?	KNOWLEDGE What kind of information, data, insights or experience would this scenario require?	TOOLS What technology, processes, platforms or other tools would this scenario require?	RULES What regulations, rules sets, or other guiding frameworks would this scenario require?	NETWORKS What partnerships, ecosystems, or alliances would this scenario require?
HAVE What does the organization have already that would suit this scenario?					
NEED Where does the organization have gaps based on this scenario?					
IMPACT ON THE ORGANIZATION What might the major impacts be of this scenario on the organization?					
READINESS RATING In this category how ready for this scenario is the organization? (1 = not ready, 5 = well-prepared)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

HOW TO
FUTURE

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More Prompts!

1. How might we create a flexible and personalized professional development program that accommodates the diverse educational needs and paradigms of faculty?
2. How might we leverage technology to provide faculty with continuous and accessible professional development opportunities that align with the evolving educational landscape?
3. How might we foster a collaborative and interdisciplinary approach to professional development for faculty, encouraging cross-pollination of ideas and practices across different educational disciplines?
4. How might we integrate experiential learning and practical application into faculty professional development, ensuring they can effectively implement new educational approaches and strategies?
5. How might we establish a supportive network and community of practice for faculty, facilitating knowledge-sharing and peer-to-peer learning in a rapidly changing educational environment?
6. How might we incorporate ongoing assessment and feedback mechanisms into faculty professional development, enabling them to reflect on their teaching practices and adapt to emerging educational needs?
7. How might we empower faculty to embrace innovation and experimentation in their professional development journey, encouraging them to explore new teaching methodologies and technologies?
8. How might we bridge the gap between research and practice in faculty professional development, enabling them to stay up-to-date with the latest educational research and apply it effectively in the classroom?
9. How might we cultivate a culture of lifelong learning among faculty, fostering their continuous growth and development as educators in an ever-evolving educational landscape?
10. How might we prioritize equity, diversity, and inclusion in faculty professional development, ensuring that all educators have equal access to resources and opportunities for growth?