

**PhD Technology Enhanced Learning and E-Research
Professional Development of Online Educators
Change Laboratory 1 – 10 November 2020 – 10.00am-12.00 noon**

Phase of CL	Activity	Timing	Who?	Tools
Research Question(s):				
Pre-workshop preparation	Collate mirror data. Prepare PPT presentation to explain the purpose of the session. Appoint scribe and note-taker. Set up and test Zoom software.	-	JN	-
Introductions	Introduce people present and those who can't make the first session. Each person name and role and interest in taking part (2mins each on timer).	25 mins	All	Add a brief introduction to Teams conversation
Recap of Briefing Session	Recap key points from recorded briefing session for all participants <ul style="list-style-type: none"> - The project and the RQ. - How the Change Laboratory (CL) works: <ul style="list-style-type: none"> - space protected from 'outside life' for practitioners to collectively analyse existing practice and collaboratively envisage new ways of working. - participatory. Allows for joint enquiry into ways of working. Ownership. - conducted against the background of the activity system(s) that participants are working in. - helps participants to look at what is happening now, analyse the situation and construct new models for working practices in the future. - uses a set of tools/instruments/concepts: 	20 mins	JN	PPT slides

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	<p>Tools/Instruments: Three Boards (use diagram of CL set-up):</p> <ul style="list-style-type: none"> - <i>Mirror board:</i> to provide background data on where we are in the present. Gathered in advance. - <i>Ideas/tools board:</i> to capture potential solutions, ideas and tools - <i>Model/vision board:</i> theoretical tools and concepts. <p>People/Tools:</p> <ul style="list-style-type: none"> - <i>Scribe:</i> documents the discussions. Notes circulated post session. - <i>Minute/notetaker (NT):</i> Takes notes to supplement the AV recording for data validation. - Both have signed confidentiality agreements - <i>Researcher/interventionist:</i> Jane Nodder – designing tasks to collect data that inform the RQs. Participant involvement and ownership. - <i>Audio-visual recording:</i> as per Participant Information Sheet. <p>Concepts:</p> <ul style="list-style-type: none"> - Engeström's <i>Cycle of Expansive Learning</i> to foster collective engagement and ascend from the 'abstract to the concrete' (Engeström et al., 1996). Allows people to consciously re-imagine their activity – if they are successful, the object of their activity is expanded. Use diagram of the expansive learning cycle. We will work with this cycle through the CL sessions – stay with it as the sessions evolve! - Vygotsky's method of <i>Double Stimulation</i> which allows people to break away from their current mode of action to consider new ways of working and facilitate 'collaborative 			

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	<p>transformative agency' (Morselli, 2019, p46) and expansive learning.</p> <ul style="list-style-type: none"> - Engeström's <i>Activity Systems model</i> – current and future. <p>Online CL:</p> <ul style="list-style-type: none"> - <i>Using CL online:</i> CL has not yet been used extensively in the online environment so this intervention today is quite novel! - <i>Working in one group for this session to get to know each other.</i> May use breakout groups in other sessions. - <i>Feedback & Review</i> – at the end of the session. 			
Research Questions	<p>RQ1: How do online educators in UK HEIs use a CL intervention to generate an understanding of the factors that influence their professional development needs at different career stages?</p> <p>RQ2: How do interactions in a CL intervention help participants develop collective transformative agency for innovating practice regarding professional development within and across Activity Systems?</p> <p>RQ3: How can the CL methodology be developed for synchronous use in the online research environment?</p>			
<p>Session 1 Tasks</p> <p>Task 1:</p> <p>Step 1 in the Expansive Learning Cycle: Questioning</p>	<p>Present mirror data as first stimulus.</p> <p>Group discussion using the following questions:</p> <ul style="list-style-type: none"> - What does 'professional development' mean to you? - What elements of the mirror data resonate with your personal experience regarding your professional development as an online educator? 	30 mins in total for this section	JN & participants	<p><i>1st Stimulus – Mirror Data:</i></p> <p>Data from the literature. Data from personal experience. Data from recruitment</p>

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Reflection How did it work? What could we change or develop further?	<ul style="list-style-type: none"> - How did you find this CL experience? - What was helpful/worked well? - What was less helpful?/worked less well - How did you find the online process? <p>Capture outputs to ideas/tools board (future position) Make field notes of discussion</p>		Scribe NT	
Questions, Close and Next Steps	Explain what happens next and thank everyone for their time and input: <ul style="list-style-type: none"> - add outputs to Teams (notes, recording) - reflection on session and next session (analysis) - if you wish (not compulsory) – keep notes of any thoughts/reflections that come to mind before the next session. - date of next session: 24 Nov 2020 	5 mins	JN	