Cultivating a Culture of Continuous Inquiry and Learning

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Research Challenges facing many NC Community Colleges

Limited institutional research talent pool

Inadequate institutional research professional development opportunities

Antiquated reporting capabilities

Insufficient access to timely information and peer analysis

Institutional culture

**Conflicting priorities**

NORTH CAROLINA COMMUNITY COLLEGES

Excellence in Research and Analytics

2017-2020 Strategic Framework

PURPOSE: Promote, support, and build the capacity for research and analytics within North Carolina community colleges in order to facilitate institutional effectiveness with a focus on student success.

| Professional Pathways | Orientation & Support | Technology Optimization | Research Facilitation | Culture & Sustainability |

NC Community College Research Capacity

FOCUS AREAS

PURPOSE: Promote, support, and build and analytics within North Carolina community facilitate institutional effectiveness

Culture & Sustainability

Professional Pathways

Orientation & Support

Technology Options

Community College

FOCUS AREAS
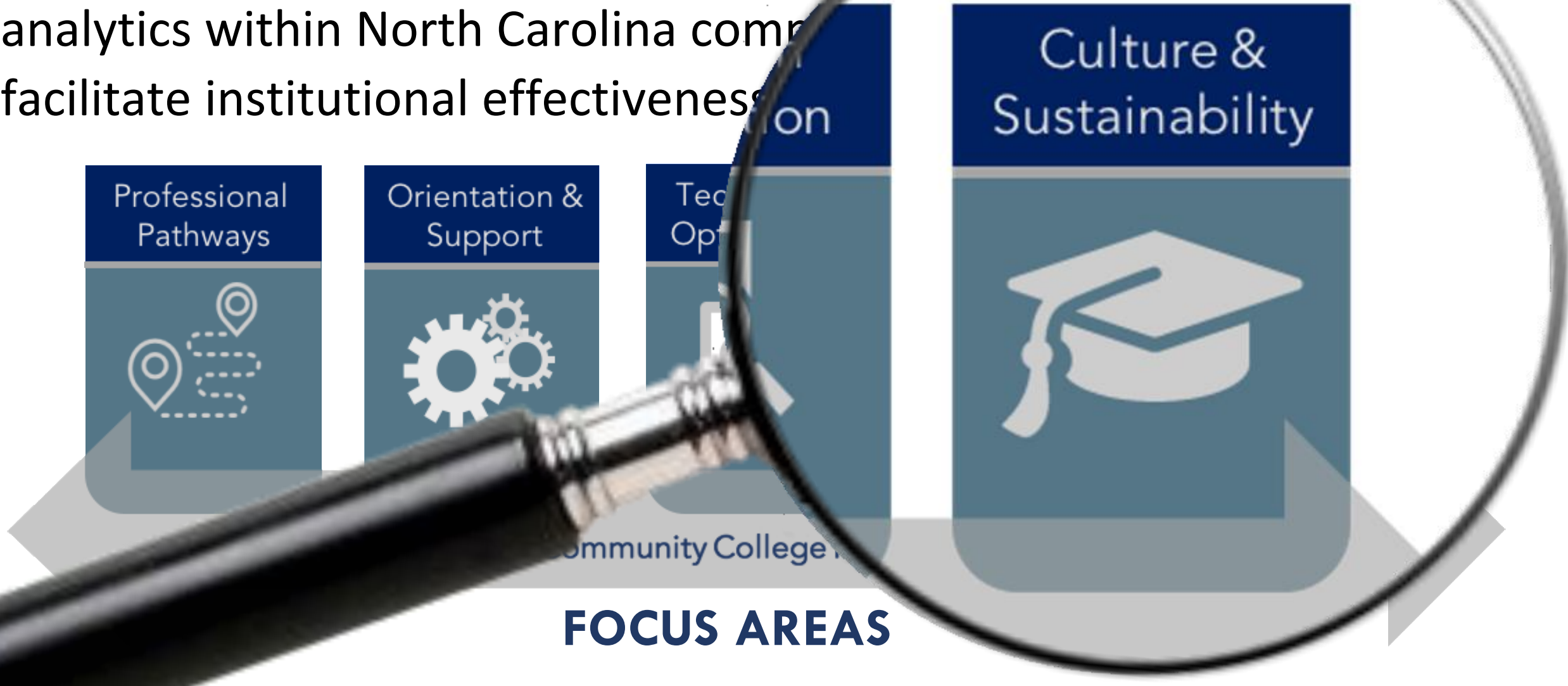
Cultivating a Culture of Continuous Inquiry and Learning

cul·ti·vate
[ˈkəltəˌvāt]

- To prepare
- To dig up
- To work
- To grow
- To improve
- To develop
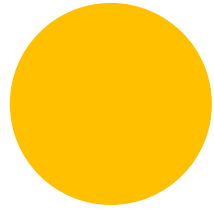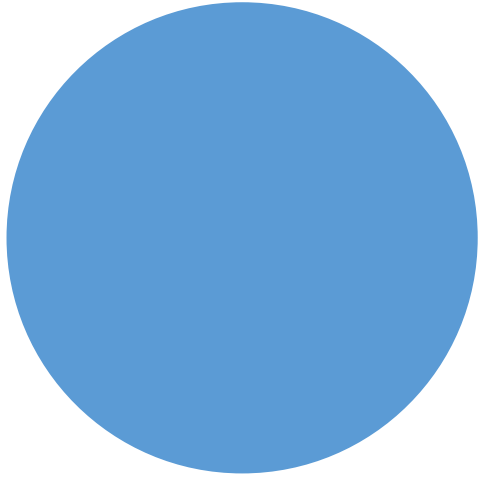
Daily Habits

"You don't create your future. You create daily habits, and they create your future."

- Randy Gage

cu·ri·os·i·ty
[ˌkyo͞orēˈäsədē]

- A desire to know
- A desire to learn
- Interest
- Inquiry
- Inquisitiveness
- A rare or novel thing

Why We Stop Questioning (And Why it Matters)

- Why does questioning decline sharply when students enter school? Why should we care?
- Can we teach ourselves to question? What are the most important types of questions?
- How do we encourage question asking in our organizations?

Berger (2014, p.44)

Why does kids' questioning drop off after age 5?

(Percentage vs. Age)

Question Asking — Reading — Writing
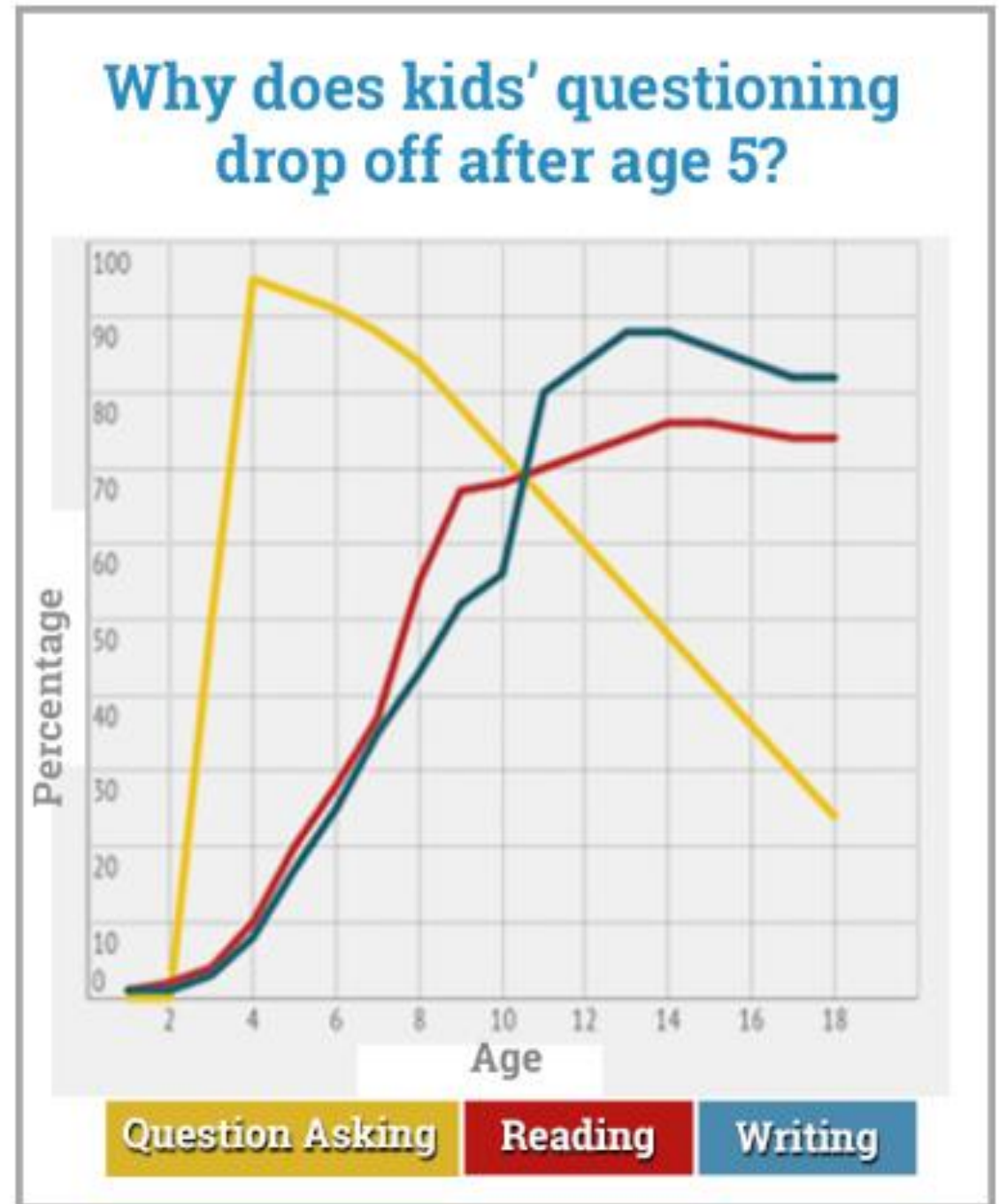
Google

How many google searches per day?

Google Search   I'm Feeling Lucky

Teaching ourselves to question

Berger (2014, p. 51)

Evidence: How do we know what's true or false? What evidence counts?

Viewpoint: How might this look if we stepped into other shoes or looked at it from a different direction?

Connection: Is there a pattern? Have we seen something like this before?

Conjecture: What if it were different?

Relevance: Why does this matter?

## Daily habits that cultivate curiosity

Ask questions

Become a listener

Become an observer

Expand and diversify your social circle and knowledge domains

Take risks for the sake of learning

Be willing to act

Zones of Learning

- Panic Zone
- Learning Zone
- Comfort Zone

Plan-Do-Study-Act Inquiry Cycle

Plan
- What do we want to accomplish
- What changes might be useful
- How will we measure progress

Do
- Carry out the plan
- Document issues
- Record chosen outcomes

Act
- What changes should be made
- How can we improve from past experience

Study
- Analyze data
- Where were effects insufficient
- What was learned
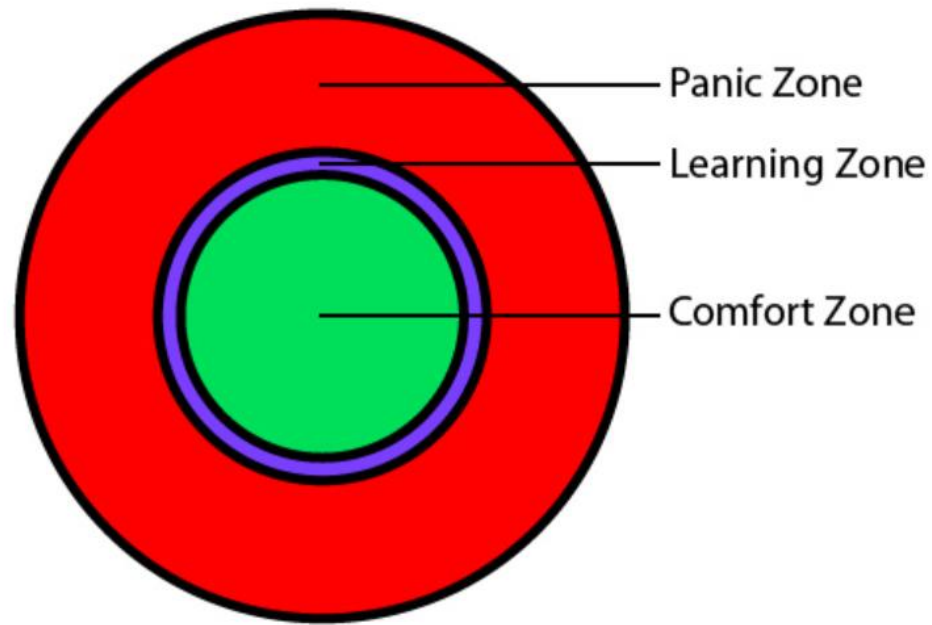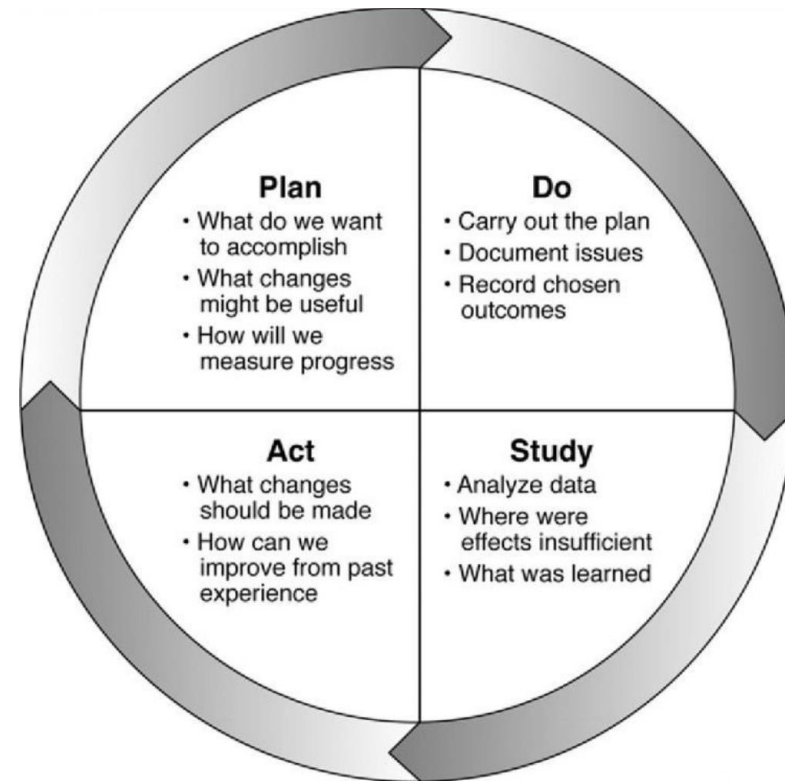
NEW YORK TIMES BESTSELLER

A CURIOUS MIND

The SECRET to a BIGGER LIFE
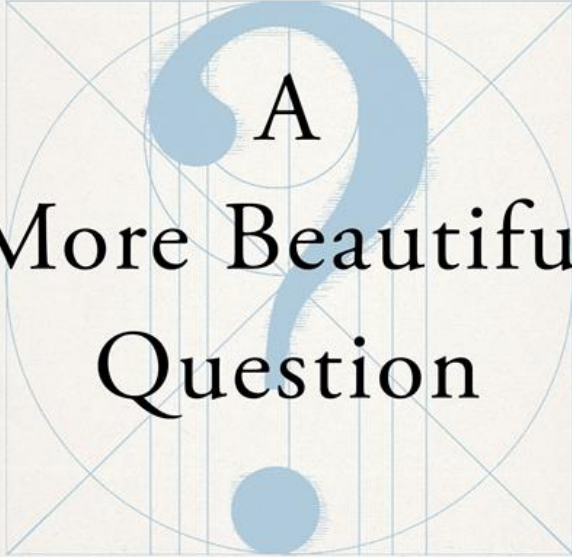
BRIAN GRAZER

CHARLES FISHMAN

"What's keeping you from reading this book right now? It's worth it. Deep and challenging and useful." —SETH GODIN, author of *The Icarus Deception*

THE POWER OF INQUIRY TO SPARK BREAKTHROUGH IDEAS

A More Beautiful Question

WARREN BERGER

BLOOMSBURY

cre·a·tiv·i·ty
[ˌkrēāˈtivədē]

- Use of the imagination
- Seeing anew
- Innovation
- Originality
- Individuality
- Formation of something new and valuable

Michalko (2006, p. XVII)

Change Your Questions, Change Your…

…Perspective

…Work

…Life

The SCAMPER Technique
for Creative Problem Solving

1. Isolate the challenge or topic you want to think about

2. Ask SCAMPER questions

S

C

A

M

P

E

R

Michalko (2006, p. 72-111)

What can we *substitute* for our current process?

Substitute Something

C

A

M

P

E

R

Michalko (2006, p. 72-111)

Substitute

What can be substituted? Who else? What else?

Can the rules be changed?

Can we use other materials?

Other processes or procedures?

Other power?

Other places?

Other approaches?

What else instead? What other part instead?

Michalko (2006, p. 72-111)

What can we *combine* with it to make something else?

S

Combine it with something else

A

M

P

E

R

Michalko (2006, p. 72-111)

Combine

What ideas can be combined?

Can we combine purposes?

How about a blended method?

What other item could be merged with this?

What can be combined to multiple possible uses?

Combine appeals?

Michalko (2006, p. 72-111)

What can we *adapt* someone else's methods?

S

C

Adapt something to it

M

P

E

R

Michalko (2006, p. 72-111)

Adapt

What else is like this?

What other idea does this suggest?

Does the past offer a parallel?

What could we emulate?

What ideas outside my field could I incorporate?

Michalko (2006, p. 72-111)

How can we *modify* or *magnify* the way we do it?

S

C

A

Modify or magnify it

P

E

R

Michalko (2006, p. 72-111)

Magnify or Modify

What can be magnified, made larger, or extended? More time? Extra features?

What can be duplicated?

What can add extra value?

How could we carry it to a dramatic extreme?

What other form could this take?

What changes could be made in the plans or the process?

Michalko (2006, p. 72-111)

How can we put this process to *other uses*?

S

C

A

M

Put it to some other use

E

R

Michalko (2006, p. 72-111)

Put to other uses

What else can this be used for?

Are there new ways to use it as is?

What else could be made from this?

What other fields could use this? How would they approach it differently?

Michalko (2006, p. 72-111)

What can we *eliminate* from the way we do it?

S

C

A

M

P

Eliminate something

R

Michalko (2006, p. 72-111)

Eliminate

What if this were smaller?

What are we currently doing that we could omit?

Should we divide it or split it up? Separate it into its parts?

Can the rules be eliminated?

What is not necessary?

Michalko (2006, p. 72-111)

What *rearrangement* of the process might be better?

S

C

A

M

P

E

Reverse or rearrange it

Michalko (2006, p. 72-111)

Reverse or rearrange it

What other arrangement might be better?

What other patterns or sequences exist?

Can we change the process or order?

Can we change the pace?

What are the negatives?

What would it look like to do the unexpected?

Michalko (2006, p. 72-111)

SCAMPER

Substitute something

Combine it with something else

Adapt something to it

**M**odify or magnify it

Put it to some other use

Eliminate something

Reverse or rearrange it

Michalko (2006, p. 72-111)

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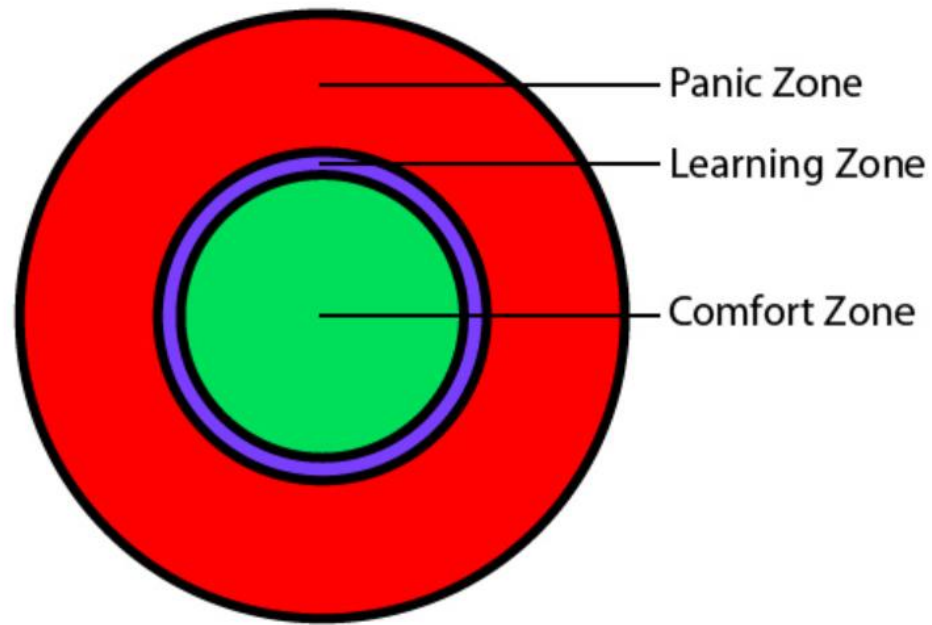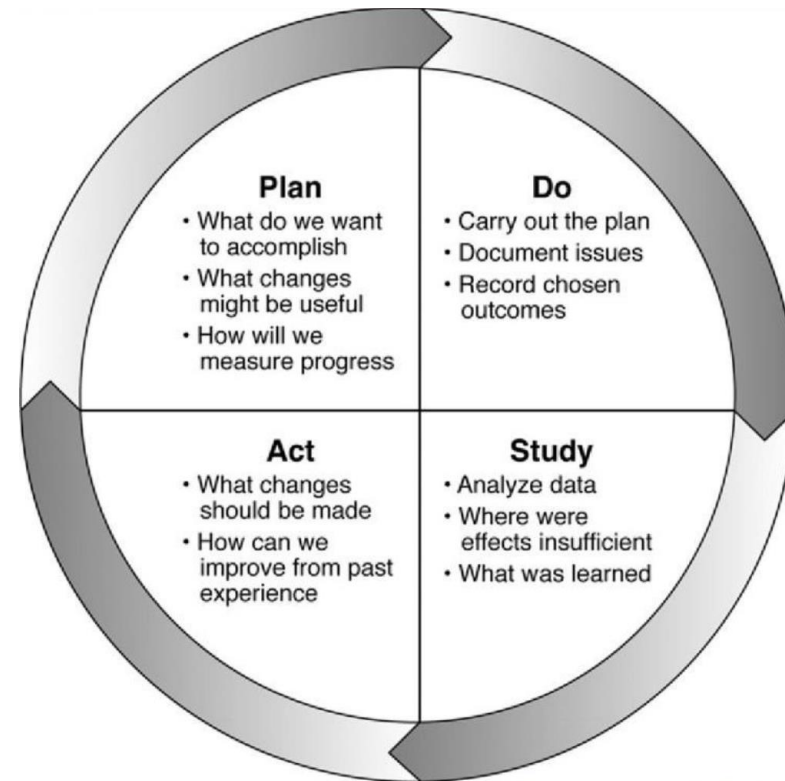
Lateral Thinking
Creativity Step by Step
Edward de Bono

THINKERTOYS
SECOND EDITION

"Designed to change the way you think."
—Wall Street Journal

a handbook of creative-thinking techniques

MICHAEL MICHALKO

col·lab·o·ra·tion
[kəˌlabəˈrāSH(ə)n]

- Working with others to produce or create
- Joining
- Partnership
- Teamwork
- Participation
- Cooperation

Zones of Learning

Panic Zone

Learning Zone

Comfort Zone

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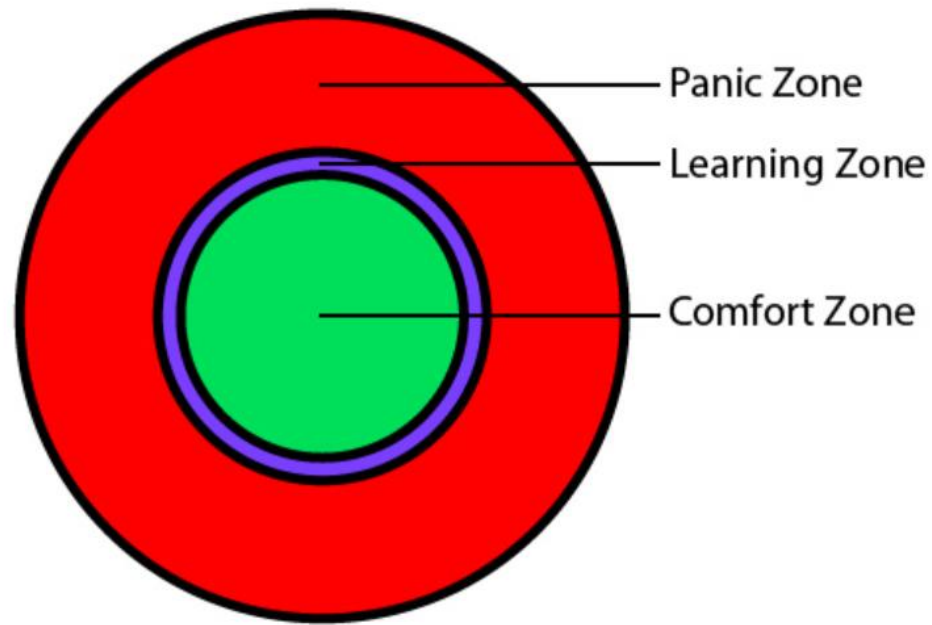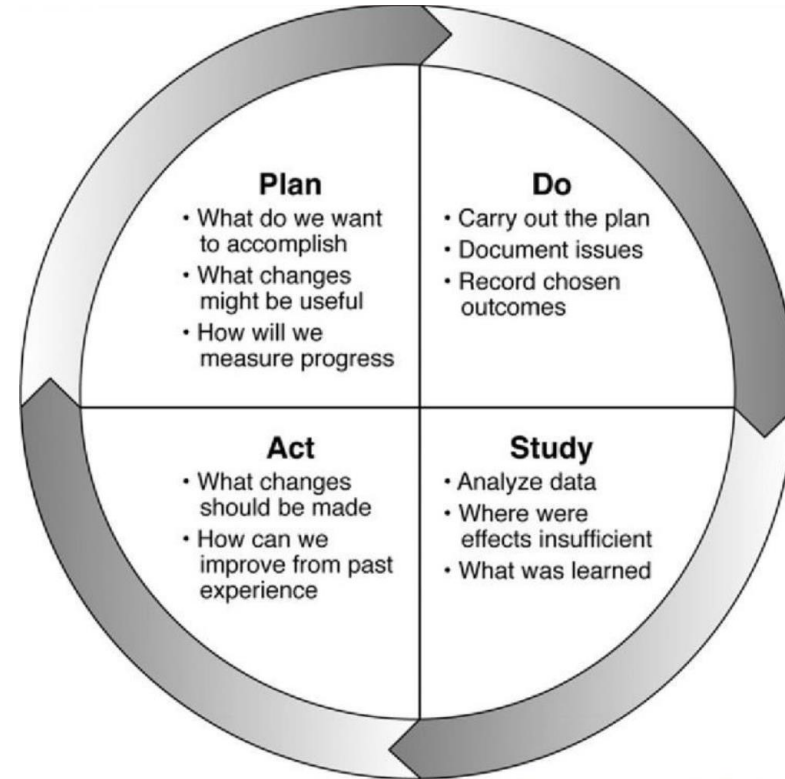
GREAT
TEAMS

16 THINGS
HIGH PERFORMING ORGANIZATIONS
DO DIFFERENTLY
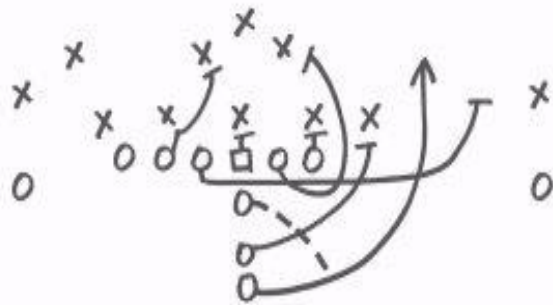
DON YAEGER
9-TIME *NEW YORK TIMES* BESTSELLING AUTHOR

got data?
NOW WHAT?

*Creating and Leading
Cultures of Inquiry*

LAURA LIPTON • **BRUCE WELLMAN**

Common Dilemmas for Teams

Commitment without community

Time without tools

Data without deliberation

Lipton & Wellman (2012, p. 2)
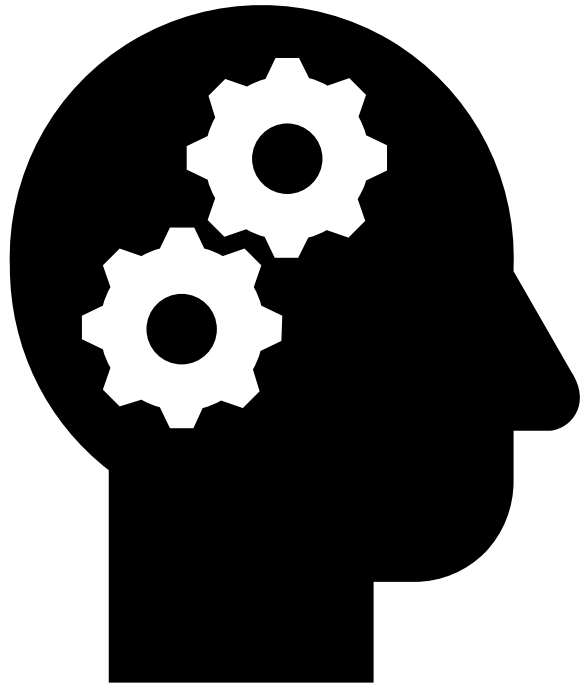
Understanding the "WHY"

• Develop and communicate a shared vision

• Use story telling and shared experiences to help people feel and connect with the "why"

• Create a sense of urgency

• Actively and regularly focus and re-focus the team on the "why" as you figure out and navigate the "what"

Yeager (2016)

Effective Management
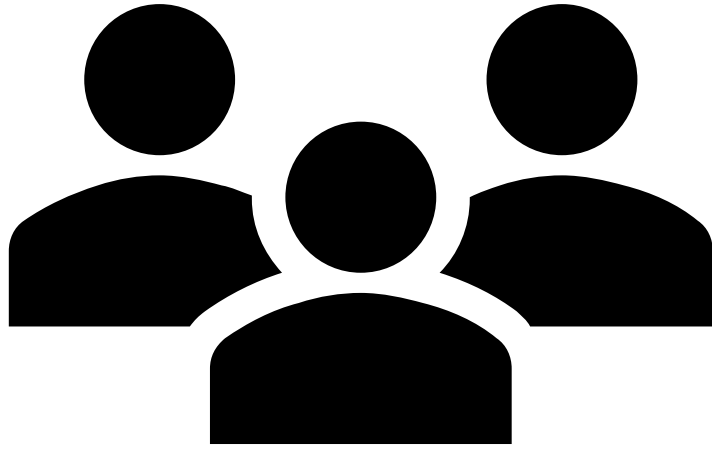
- Dedicate time to exploring team member strengths and styles (self and group reflection)

- Distribute roles and responsibilities based on strengths not title or position

- Recruit the right talent

- Create and maintain depth

- Develop a roadmap that illustrates both the destination and the way

- Create camaraderie – trust, accountability, and togetherness

Yeager (2016)
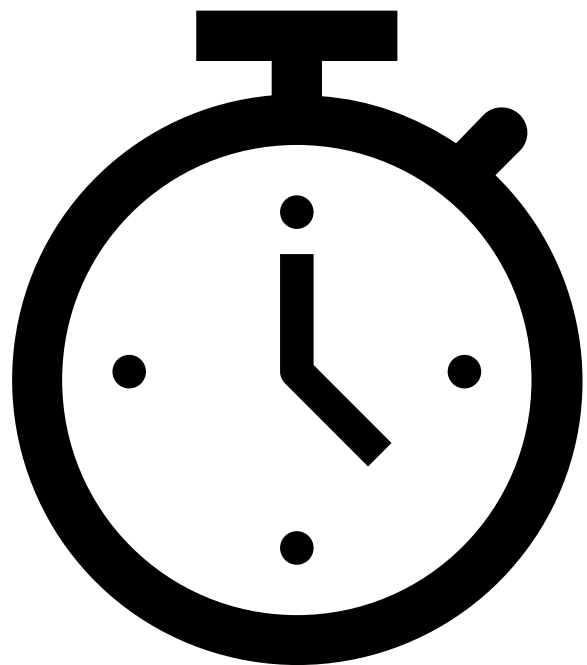
Activating Efficiency

- Manage dysfunction, friction, and strong personalities
- Inspire teaching and learning at every opportunity
- Plan for effective transitions
- Embrace change
- Be focused and disciplined in execution

Yeager (2016)
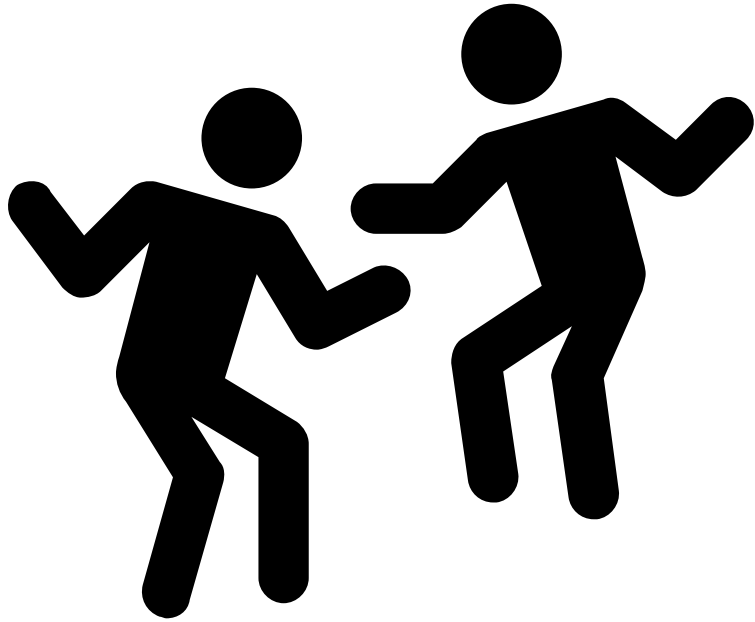
Mutual Direction

- Rely on internal and external scouting
- Ask critical questions; listen attentively
- See what hasn't been seen
- Evaluate risks and costs and set priorities
- Create and celebrate mini-goals
- Avoid the pitfalls of success

Yeager (2016)

Organizing and Integrating

Generating theory and informing practice

- What inferences, explanations, or conclusions might we draw? (causation)
- What additional data sources might we explore to verify our explanation? (confirmation)
- What solutions might we explore as a result of our conclusions? (action)
- What data will we need to collect to guide implementation? (calibration)

Activating and Engaging

Surfacing experiences and expectations

- What assumptions do we bring to this discussion?
- What questions are we asking?
- What are some possibilities for learning that this experience presents to us?

Managing Modeling Mediating Monitoring

Exploring and Discovering

Analyzing the data

- What important points seem to pop out?
- What patterns, categories, or trends are emerging?
- What seems to be surprising or unexpected?
- What are some ways we have not yet explored these data?

The Collaborative Learning Cycle

Wellman & Lipton (2004) in Lipton & Wellman (2012, p. 26)

Activating & Engaging Tools and Strategies

- Re-center around the "why"

- Develop predictions using blank charts and graphs and identify assumptions that guide predictions

- Distinguish between predictions and assumptions

- Create an open environment where all opinions are valued by accepting and encouraging different perspectives

Activating and Engaging
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aging
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iating
itoring

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Lipton & Wellman (2012, p. 26)

Exploring and Discovering Tools and Strategies

- Build in time to critically explore and digest the data

- And/or distribute in advance of meetings or allow time for follow-up after

- Ensure discussion is balanced between experienced and novice data consumers

- Record rough and refined observations

- Record questions

Activating and Engaging
Surfacing experiences and expectations
- What assumptions do we bring to this discussion?
- What questions are we asking?
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Exploring and Discovering
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Lipton & Wellman (2012, p. 26)

Organizing and Integrating Tools and Strategies

- Generate multiple theories of causation - These tend to fall into one of the five categories: (1) curriculum, (2) instruction, (3) faculty/staff, (4) students, or (5) institution/infrastructure

- Seek additional data.

- Identify multiple solutions. Evaluate the benefits and drawbacks of each.

- Create new SMART goals based on insights.

Organizing and Integrating

Generating theory and informing practice

- What inferences, explanations, or conclusions might we draw? (causation)
- What additional data sources might we explore to verify our explanation? (confirmation)
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Man
Mod
Medi
Mon

The Collaborative Learning Cycle

Lipton & Wellman (2012, p. 26)

"Collaborative inquiry requires <u>vulnerability</u> to learn in public, be patient with process, and suspend self-interest to serve a larger purpose. Groups that embrace these challenges, invest energy in their own development, and put data in the center of their conversations produce significant learning gains for themselves and their students."

- Lipton & Wellman (2012, p.5-6)

Daily Dose of Vitamin C

Engage in daily practices (habits) that cultivate:

- Curiosity
- Creativity
- Collaboration

Now what?
Identifying and Navigating Data Roadblocks