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REDUCING TEACHER RESISTANCE TO CHANGE & INNOVATIONS



Hayal Köksal

Part-Time Instructor, Boğaziçi University, Istanbul, TURKEY
Director General, (Turkey), World Council for Total Quality &
Excellence in Education (WCTQEE)

hayal@boun.edu.tr hayal@hayalkoksal.com

ABSTRACT

- ▣ *This paper discusses the reasons of teacher resistance to change and innovations in educational settings with particular respect to the role of teacher education. It emphasizes the kinds of innovations, their characteristics, the reasons of resistance of teachers in using technology and some suggestions to handle with this important problem of our age. In order to pave the way for a new and modern society, it is essential to create awareness and to educate teachers as open-minded, innovative and far-sighted individuals to innovations and well-informed users on the recent technology. In this paper, the author, who is a curriculum designer and instructor, will share her experiences within the in-service and pre-service educational programs of Turkish teachers on the way of reducing resistance to change and innovations.*

CONTENTS

1. Introduction
 2. Characteristics of Innovations
 3. Reasons of Resistance
 4. Ways of Reducing Resistance
 5. Developing Solutions to Teacher Resistance
 6. A Case from Turkey:
 - * Innovative Teachers Program
 - * Including Teacher Trainees into the Program
 7. Some Final Words
- References

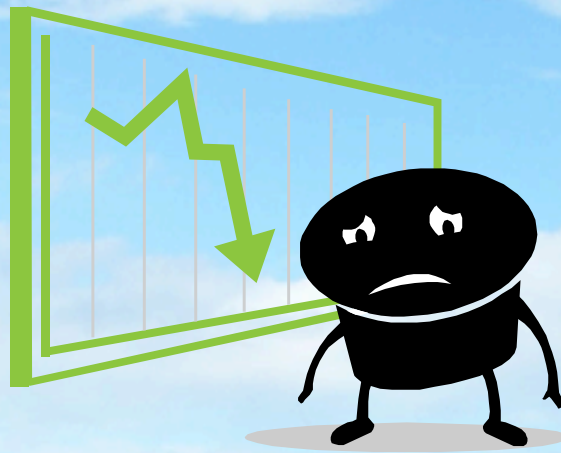


An era of “Information, Technology & Innovation”.

The Internet is a gigantic library.

Instructional Technological are responsible for implementing and fostering the adoption of innovations and change.

Is it so? What about the **TEACHER RESISTANCE?**



**CHANGE is a double-edged
sword.**

**Change arouses emotions,
and when emotions intensify,
the leadership is the key.**

(Fullan)

It is clearly seen that upon the recent fundamental changes in technology and as a result the need for change in instruction at schools necessitates the redesign of teacher education. That is especially important when the teacher leadership and guidance are considered vital factor for training qualified generations.



- ▣ *“We are born incompetent and dependent. But we are born with an incredible capacity to learn. **Education** is the process by which incompetence is translated into competence, dependence into autonomy. This process takes place through **learning**”.*

Eduardo Chaves



WHY RESISTANCE of TEACHERS?

- Any sudden or formidable change in the traditional role of teacher and student
- De-humanized_instructional processs, resulting in a loss of feedback between student and teacher.
- The degree of complexity of innovations and/or changes.
- Ignorance,
- Sometimes innovation is not accepted because it was not used in the past.
- Teachers are confident of the success of their own methods, making innovation unnecessary.
- Sometimes the cause is psychological
- Inter-personal relationships



REDUCING RESISTANCE

- ▣ Rossi & Biddle (1966):
- ▣ 1. If it supports or slightly modifies current educational practice...
- ▣ 2. Role of administrator as change agent.



- ▣ Persellin (1968):
- ▣ 1. A specific need for change (School people + Community)
- ▣ 2. methodology+media → cost-effective manner
- ▣ 3. Sufficient funds must be available
- ▣ 4. Teachers should be prepared for the change.



PREPARE TEACHERS & STUDENTS FOR CHANGE & INNOVATIONS:

1. Take the advantage of experience and wisdom of teachers in the planning process. Encourage them to participate in .
2. They should be familiar with innovations and change through
 - a- In-service and
 - b-Pre-service programs.



A CASE FROM TURKEY **(In-Service Training)**

Innovative Teachers Program (2005-)

“Collaborative Coaching Program”

(Ministry of Education-EğiTek + Microsoft Turkey)

Localizer, Trainers & Advisor: Hayal Köksal

32 hour-training for Innovative Teachers

32 hour-training for coaches

12 hour-training for school administrator as supporter

MICROSOFT's PiL PROGRAMI for Turkish Teachers since 2005

Dr. Hayal Köksal
Program Advisor



<http://yenilikciogretmenler.meb.gov.tr>

INNOVATIVE COACHES FROM VARIOUS REGIONS OF TURKEY



Turkish Innovative Teachers at World Wide Innovative Teachers' Forums



**HELSINKI WORLDWIDE
FORUM (2008)**



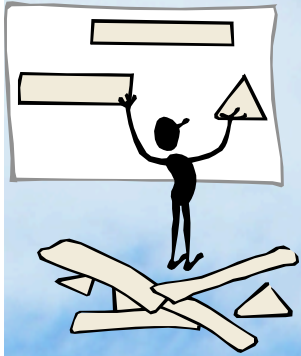
**PHILEDELPHIA WORLDWIDE INNOVATIVE
TEACHERS FORUM (2007):**

**TÜRKİYE was awarded with the
Second Best Project concerning
Collaboration**



TWO COURSES at BOĞAZIÇI UNIVERSITY
(Pre-Service Training)





COURSE 1-

“INNOVATIVE TEACHING”

**as an Elective Course for the students of
Educational Faculty since the academic year
of 2005- 2006**

Designer & Teacher Trainer: Hayal Köksal

3 hours X 14 weeks= 42 hours for teacher candidates

Fun & Collaboration at University



REFLECTIONS

- M.Ö.: Hi, Dr. Koksal. I had a very productive and joyful term with you. I am thankful to you.
- N.D.: To know you was a great happiness for me. I am proud of this. I would like to be in your projects in the near future if you intend to make one for street children and their problems. I feel so sorry for them. Have a lovely summer holiday.

- B.Y.: I would like to thank you for that wonderful term. I am so sorry that I have not been the student I dreamt. You will be one of my loveliest teachers and I will never forget about you. If you give permission, I would like to ask your recommendations and support during my professional life in the near future. Hope to see you soon.
- Ö.B.: I am very happy that I got a course from you_the myth instructor of Boğaziçi university. I feel very lucky myself because of being your student.



COURSE 2-

“TEACHERS of the FUTURE”

**as an Elective Course for the students of
Educational Faculty since the academic year
of 2011-2012**

Designer & Teacher Trainer: Hayal Köksal

3 hours X 14 weeks= 42 hours for teacher candidates

Course Objectives:

- ❑ The Objectives of this course are to develop a basic understanding of Quality, Personal Quality, Quality Leadership among the future workforce of the community, the difference between innovation and innovativeness, to internalize how to “manage change” in 21st Century organizations, to learn the recent techniques and approaches concerning
- ❑ innovation, leadership roles and skills in the work environment, to understand the importance of using technology at various settings through some “Information and Communication Technology (ICT)” projects and some innovative techniques for the new life styles, to be familiar with the problems of challenged human resources, to learn how to conduct Imece (quality) circles and to improve “peace and quality” concepts at work. On the other hand; Leadership Styles, Personal characteristics of Effective Leaders, Leadership Skills in the Society and various organizations, Communication Skills, The Role of the Leaders in Strategic Planning Process, Managing People, Managing Organizations and Managing Change will be studied in detail to develop a global understanding for the changing world. Each term a new issue is analyze; like “The Challenged”, “Human Dignity” or “Peace”.

Target Group:

- ▣ *This course is for the ones who are very close to their graduations professional lives. Recent developments in daily life and innovative ideas for business world, including the quality journeys of overseas organizations will be introduced.*
- ▣ *Attendance is essential, for project-based learning is realized. It is mainly open to all students who will be leaders of the future in any field.*



Course Contents:



- *Introduction*
- *Defining Quality, Personal Quality & Leadership*
- *Main pillars and principles of Total Quality in Education & and goals: Strategic planning,*
- *Organizational culture and climate*
- *Leadership in 21st Century: Discussion on the Big Picture*
- *Innovation, innovative and innovativeness: Sample cases from Turkey.*
- *Qualities of effective leaders/teachers*
- *“Challenged students in Turkey and in the world”.*
- *Developing team work and circles at work.*
- *ICT Sample projects from Turkey, India, USA and some other European countries (Leadership, Marketing, Career Portfolio).*
- *Human Dignity & Humiliation Studies for future leaders.*
- *General Evaluation.*

Some Final Words...



- ▣ Teachers are confronting with challenging circumstances today. An increasingly diverse student population, rapid changing educational systems, problems in teacher training policies and adaptation problems of people to ever-changing technology are only a few of the main problem areas.
- ▣ The solution lies in education. School partners must walk arm in arm within the difficult path of education and technology. The innovative use of technology in education can add support to teachers working in teams. Collaborative projects may bring the joy of learning and sharing to students.



- Parents might take part in them to see what is going on in the educational world. Business world and media might catch some small but effective applications in various places. School directors might exhibit a real school leadership to combine all.
- As a final remark, it can be said that;
- **“Innovations are valuable and effective according to how wisely they are used, and how well they are taught to be used for the future use.”**

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Gracias

Grazie

Köszönettel

Thank You

Merci

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Vielen Dank

Obrigado!



ขอบคุณ