Creating the future...together
2010-2015

1. Name and Contact Information:

Co facilitator with Rolene Pryor:

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2. Brief description of the organization, group, or community you worked with.

College of the North Atlantic – Qatar (CNA-Q) opened in September 2002 through an agreement between the State of Qatar and College of the North Atlantic (CNA), in Canada. CNA-Q is Qatar's premier comprehensive technical college. With approximately 650 staff and 4500 full and part-time students, CNA-Q is one of Qatar's largest post-secondary institutions.

CNA-Q combines a Canadian curriculum and industry expertise in a number of program areas, including Business Studies, Engineering Technology, Health Sciences, Industrial Trades, Security, and Information Technology. In addition to these schools, there is a Language Studies and Academics department.

The faculty members involved in this Appreciative Inquiry (AI) process were all Science Instructors (biology, chemistry, physics) or Science Lab Assistants/Technicians who are part of the Language Studies and Academics department.

3. List the names and/or category of stakeholders you included in the Core Group, the cross-section of people that helped you identify the topic and modify the Interview Guide.

Amanda Peddle-Lead Instructor of the Science Department
Rolene Pryor - Manager Quality Assurance

4. What was the positive topic that the Core Group identified for inquiry? What method did you use to help them identify the topic?

The positive topic focussed on instructors' "peak experience" as part of the science team. They were asked to talk about their biggest / most memorable success in the CNA-Q Science department.

- What happened?
- Who was involved?
- How did you contribute to this success?

Attach or include the modified Interview Guide they used, i.e., the Generic Interview Guide slightly modified for the positive topic of the inquiry.

See **Appendix A** for modified interview guide.

5. *What method of interviews did people use to inquire into exceptionally positive moments, face to face paired interviews, or some other way?*

The interview session involved face-to-face paired interviews lasting 30 minutes. 15 minutes was allotted for each partner.

6. *Attach or include a list of the High Energy Themes (Life-Giving Forces, what they MOST wanted to create MORE of) that the group identified in the stories they shared.*

See **Appendix B** for a list of the High Energy Themes as identified by participants.

7. *Attach or include the Provocative Proposition(s) the group or organization created from the LGFs.*

The following are the provocative propositions, a.k.a. "preferred statements of the future", that were created from our session.

1. *That the CNAQ science team utilizes technology and collaboration synergistically to boldly lead post-secondary education where no institution has gone before, providing their students with a world class education. Make it so Science team. Make it so... Bazinga!*
2. *The science team leads the way by creating culture-specific, interactive, multimedia iBooks for their students' technologically advanced education.*
3. *The science team at CNAQ uses the best available current technology to maximize student learning.*
4. *The science team continues to work in collaboration with industry, each other, and the community as a whole to uncompromisingly develop successful students. Science team rocks!*

8. *Attach or include the organization, group or community's Strategic Intentions and the individual Commitments, Offers, and Requests that were created to realize the Provocative Proposition(s).*

The Strategic Intentions were to celebrate past successes, to support the continued development of department collegiality, and to gather information for future planning

See **Appendix C** for a list of the individual Commitment, Offers, and Requests as identified by participants.

9. *Impact or Results: What organizational, group or community attitude, process or structure changes have people already made as they move toward realizing the Provocative Proposition(s)? What progress have people made toward their Strategic Intentions or Initiatives or Pilot Projects? What stories of success can you share?*

I have witnessed enthusiasm towards the AI process from this group and have heard the participants from this department talking about it with other faculty members in other departments.   They are selling the AI process because they found the experience to be worthwhile for their department. There is a lot of excitement percolating within the CM team.

As one next step, the Science team has already made a plan for next semester, Fall 2012, to coordinate with the teaching and Learning Centre for workshops on using software/hardware that will facilitate their goals related to advancing technological learning of teaching faculty.

What will you do to ensure that people continue to move toward realizing the Provocative Proposition(s)? How will you help them gather stories of success? How will you help them celebrate? How will you, as the AI Facilitator, support their ongoing success?

I have offered to help facilitate future planning sessions for the fall 2012 semester. In the interim, I have offered to liaise with the Teaching and Learning Centre to help arrange appropriate training opportunities which the Science team has already identified as necessary for the implementation of some of the plans that resulted from their AI session. I have also offered to help with English language elements of the iBooks project which the team hopes to go forward with. I am a regular volunteer with the TLC and have a good working relationship with them; my writing expertise is also valued, so I can contribute to the Science team's future planning and implementation.

10. *What did you wish for in the inquiry? What did you learn from the inquiry about yourself and your facilitation? What was your "personal best" experience related to facilitating the Inquiry?*

What did you wish for in the inquiry?

I wished that the Science team would see the value of a solutions-focused peer discussion to address their department's needs; that they would find the AI process rewarding and be engaged for the two half-day sessions; and, that they would embrace the process as they saw it help reveal exciting and realistic plans for their department and see its applicability to other teaching, learning, and personal situations.

What did you learn from the inquiry about yourself and your facilitation?

From this particular inquiry I was able to experience the appreciative inquiry process from the facilitator's perspective. My skill as a facilitator who is able to both engage and seamlessly lead a group was reinforced; I did realize, however, that my interest in and my ability to be enthusiastic about the "craft" session is quite low (although I do enjoy seeing

the groups work together and their product). There is undoubtedly value in the process; I need to work on my instructions for and presentation of that aspect. Overall, the two sessions were well planned and moved along smoothly. The participants were very engaged and were extremely focused and kept to the time restrictions that we had allotted. The team was positive and worked collaboratively so it was a pleasure to work with this group.

I have been using appreciative inquiry and feedback methods in creative writing workshops I facilitate for members of the greater non-college community here in Doha. I really believe in the process and appreciate how my own training and subsequent use of it have allowed me to grow as a facilitator and provide better experiences for learners/participants. My general personal philosophy has always been positive and solutions-focused; my AI experience has given me the framework to more satisfyingly express that.

What was your "personal best" experience related to facilitating the Inquiry?

It was exciting to listen to the enthusiastic and focused conversations where the concerns with ensuring our students' needs were met while our faculty considered best practices was so evident. It was wonderful to hear such positive dialogue from the group. It was also very rewarding to hear from a couple of faculty members immediately following the session that they were excited about the ideas that had been generated and that they were pleased to see that the process and its follow up truly represented their vision of how they can do their jobs and serve our students better.

11. *Have you received permission from the "client" or "clients" to tell us their story? In other words, does Company of Experts.net have permission to share this story with others? If not, who would COE.net need to contact to receive permission?*

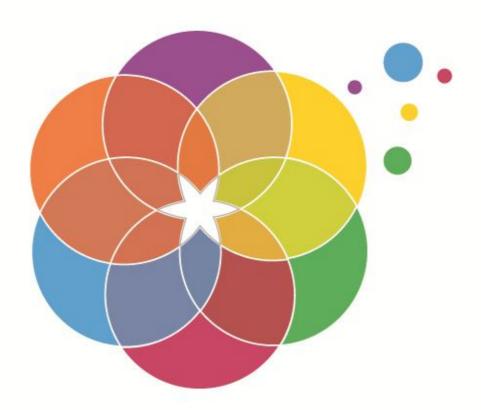Yes, Company of Experts is welcome to share anything that is included in this document.

APPENDIX A

Interview Guide

Celebrating Science Team Successes

Creating the future...*together*
2011 – 2016

Appreciative Inquiry Facilitation Training Certification Report
Paula Hayden
College of the North Atlantic – Qatar
May 2011

Creating the future...together
2010-2015

Interview: Instructions

Using the following questions, interview your partner.

Feel free to ask follow-up questions, particularly if your partner seems excited about a particular topic. Listen carefully; take some notes in the space provided. Try to recall the best *stories* from your interview. Listen for any "quotable quotes".

Interview: Peak Experience

The Science Team has had a very successful year. The Science Help Centre is a <u>huge</u> success (for chemistry, physics and biology). A large number of students visit every week. (It's getting to the point where we need more staff). Having a lab technician to help organize the labs into better, safer working environments has also made a significant difference, especially to lab instructors.
Please tell me about your biggest / most memorable success in the CNA-Q communications department.

- What happened?
- Who was involved?
- How did you contribute to this success?

Interview: Values

What do you value most about the Science department?

- How do you add to these values? What do you contribute?

Interview: Wishes for the future

The Science department has had a number of successes recently, particularly with the Science Help Centre, getting a Lab technician in place, and being involved with community outreach by having students from the community visit our labs. Now, we would like to build on these successes as we move into the future.

What three **(3)** wishes do you have for the future of the Science department? What would you like to see *more* of as the Science group moves forward?

APPENDIX B: High Energy Themes

Tons of faculty support

Technology in the classroom: Online registration, e-book, e-resources & assessments, faculty websites, etc

Collaboration

Increasing time management and efficiency of delivery by using tech and collaboration

Community outreach

School visits

Integration of technology (iBooks)

Specialized classroom with lab equipment

Investigative lab work and critical thinking skills

Collaboration/sharing

Quality instruction

Positive environment

Implementing technology (websites for courses and faculty)

Central science building

Research program teacher/student time

Collaboration

Sharing

Student success

Technology

Leadership

Resource development

Research

Sharing with Canadian school

Lab assistants (CLT students working in lab as part of their course)

Appendix C

Offers

Will participate in any team/group responsible for science e-books

To attend some technology training sessions that would be relevant to science teaching

I will provide 1 hour a week to make online versions of labs we already have

To work with other biology instructors in developing online materials for shared courses

To share resources with other instructors in the department

To help research "considerations" for moving forward with online textbooks/content

To share tech models that I understand in order to foster future and ongoing collaboration

To research and become comfortable with current technology that can be used across the department, and then to

To mentor new staff in the use of technology and protocols for communicating to/with students

To chair a committee to bridge the gap between industry needs and in class objectives (outcomes)

To meet with industry and visit work sites to make classes/labs more relevant

My expertise in online development to anyone who wants it

To share resources with other instructors in the department

To train a lab tech to maintain labs (how to organize, prep, and clean up)

2 hours a week to develop web-based skills (if someone will teach me)

A plan for up to 5 hours each week toward lab development and organization

To help design/organize standard course websites

To format all PPTs, worksheets, worksheet solutions, and assignments for PH1140 this intercession

To write a research proposal with a colleague

To implement new technology into my courses (as I learn it)

To organize materials in a more consistent form for e-formal (starting with emailed attachments leading to websites

To research capitalization OR to create/lead a team to capitalize on research ideas

I offer to work with other CM faculty to develop an integrated, writing across the curriculum, approach

Commitments

To spend 1/2 day/week meeting with local chemistry industry reps

To work with another person)s) to develop some type of online activity/tutorial

To spend 1 hour a week researching how iBooks can be implemented in our programs

To spend time investigating available resources/information on creating student and culture-appropriate iBooks

To chat to other colleagues about how they implement technology in their teaching approaches

To make every effort to help when asked (time permitting)

To learn new models of tech learning

To update myself on current technologies and creative ways on how to implement them in my teaching and classroom

In-service training for proficiency in using technological hardware and software

To spend 1-2 hours per week developing my web-based skills

To spend 1 hour per week to help develop paperless labs

To 1 hour/week to developing online resources for our students (systems and content)

To 2 hours a week to research and compile useful online resources

To research computer styles/designs that are compatible in labs

To 1 hour per week to help students in my classes to develop stronger lab skills with lab tutorials

To giving lab instructors one hour each week for help in labs, prep and organization

To share course materials that I have created and accumulated

To take some time to review one or two possible physics textbooks to match the depth of coverage in PH1140

To make some of my teaching materials online for my students

To use the TLC to learn new technology each term to make the learning atmosphere in my lectures more collaborativ

To meet with instructors with the same course assignment to develop common resource materials

To provide a point of contact for industry

Requests

Training/time to create a chemistry e-book for our Qatar students

To have adequate time allocated to consult with colleagues in order to "bring the various science initiatives together

Training be provided for any new technology we implement

Time to work on projects such as these; i. e. lower workloads in order to facilitate collaboration with other instructor

Future-planning sessions for all science faculty re web-based technology implementation

Consideration of time in schedules to follow through with commitments and offers; consideration of staff's particula

To attend conferences that are insightful into new models of tech learning implementation

A more enhanced and reliable wifi/internet system so that the technology can be used on demand in the classroom

Standardized technology from facilities for all students/staff; standardized software installed don all systems

Meetings specifically with industry officials to discuss their exact expectations of our students once in the workforce

Help from someone with an IT background to help develop paperless labs

To be actively involved in any online development

A committee to work with to develop new resources

A liaison with industry be appointed to allow collaboration and ensure lab technology at CNAQ is in line with industr

Meetings with industrial lab managers to understand what my students will need to do in their future, and tours of t

The flexibility and resources (time) to be able to give instructors/lab instructors/technicians help in organizing lab pr

A consistent online management system where all teachers can post their classroom materials

Time to refine course objectives for PH1140 to ensure a healthy balance of concepts with no gaps

To meet with other researchers/educators from my field in the community

Departmental meeting to collaborate on what type of technology/websites/training, etc are needed to develop a pro

Training for composing and developing web-based course sites with a uniform style/format