

Assisting Students, Faculty, and Staff with APA 7th and Hawkes – A Case Study in Effective Change Management

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Agenda

- Session Overview
- Effective Change Management--Barbara Green
- Hawkes –Teresa Marie Kelly
- APA 7th Edition--Stephanie Thompson
- Revisions to CM 107--Josef Vice
- Discussion/Q & A

Overview, Research, and Something to Think About

Teresa Marie Kelly, MAT
Faculty, CM 107
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Session Description



This session examines both transitions and their associated processes and resources as well the roles of Academic Leadership, Course Leads, and Faculty from the Department of Composition and WAC play in effectively managing the transitions.

Session Outcomes

Discuss

The transition to APA 7th edition, Hawkes Learning, and the new CM 107 as well as associated processes and resources;


Examine

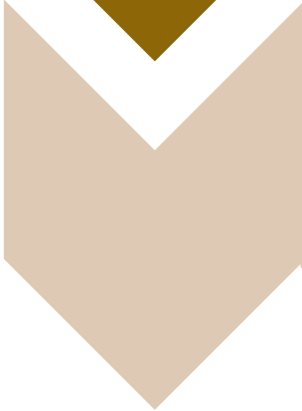
How the transitions exemplify best practices in change management in higher education; and

Explores

The role of Academic Leadership, Course Leads, and Faculty in effectively managing the transitions.

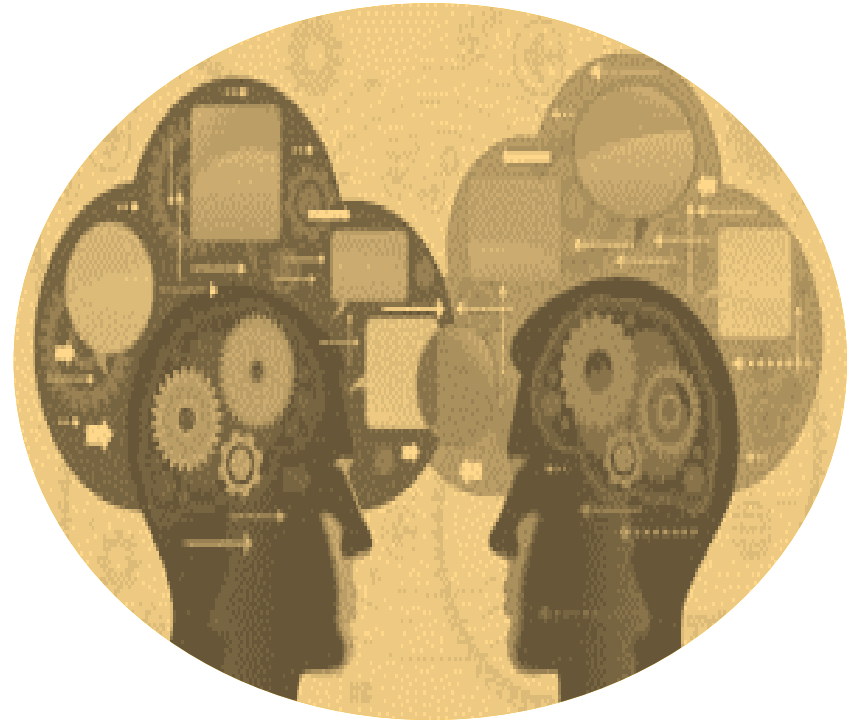
Research Foundations

- 
- Klempin and Karp (2018) assert that effective change requires altering how things are accomplished, not just policy

- 
- Kezar (2014) concludes that functional and lasting change requires multi-level, interdisciplinary collaboration rather than top-down edicts.

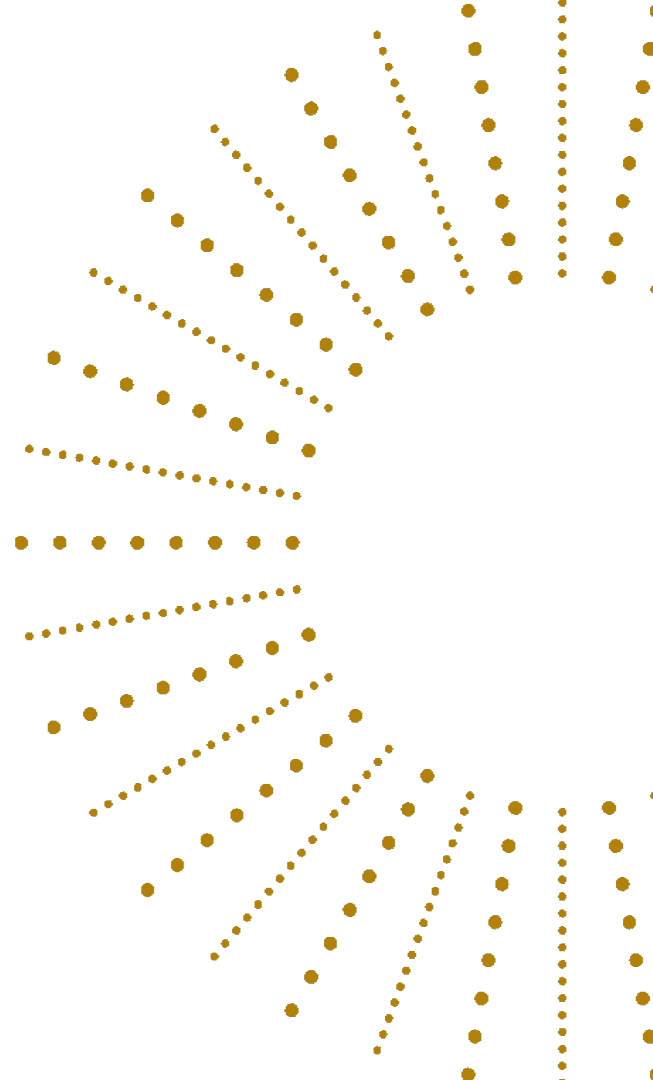

Something to Think About During the Session

How might your department use change management more effectively to support faculty, staff, and students?



Effective Change Management

Barbara Green, MA, MS
Assistant Academic Department Chair
Composition and Writing Across the
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School of General Education



Effective Change Management

- What is effective change management?
 - Harvard professor, Dr. John Kotter's 8 Steps



Effective Change Management

- What is leadership's role in effective change management?

One word: TEAMWORK

According to Belias and Koustelios (2014), "Generally, leaders must possess a clear understanding of the strategic objectives for their organization, identify the actions needed to reach those objectives and conduct an analysis of the organization's existing ideologies."



Effective Change Management

TEAMWORK:

Hawkes Implementation

- Hawkes liaison
- Faculty

Transition to APA 7th Edition

- Writing Center
- Faculty

CM 107 Revision

- Course Leads
- Curriculum
- Faculty

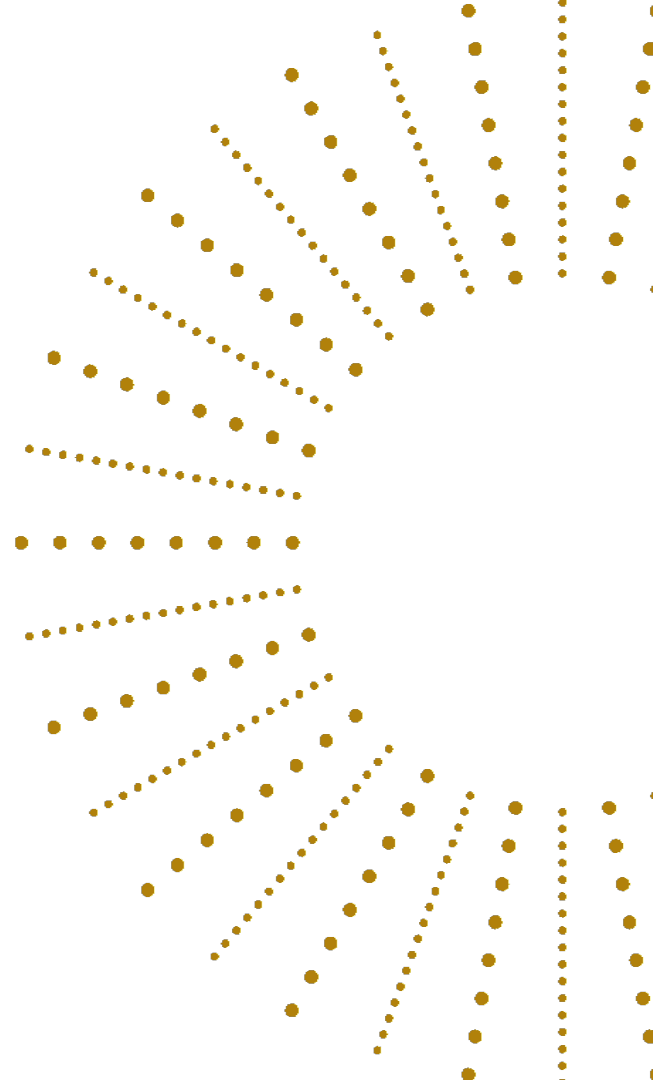
Transitioning to Hawkes

Teresa Marie Kelly, MAT

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Hawkes

Assignments Due (30):

Overdue (5)

Writing Situations and Purposes
Writing a Paragraph
Taking Notes and Annotating Texts
Identifying the Main Idea and Supporting Details
Understanding Purpose, Audience, and Tone

Due Within a Week (3)

Pre-Writing
Considering Purpose and Audience
Essential Essay Components

Due Later (22)

Peer Review
Drafting an Informal Text
Choosing a Topic and Scope for a Longer Text
Thesis Statements
Organizing and Outlining a Longer Paper
17 more assignments due later...

- External vendor with interactive content
- Replaces Reading and Learning Activities
- Implemented after successful pilots
- Original version was standard
- New version is customized
- Single Sign On
- Labs Each Week

Hawkes Guide for Students

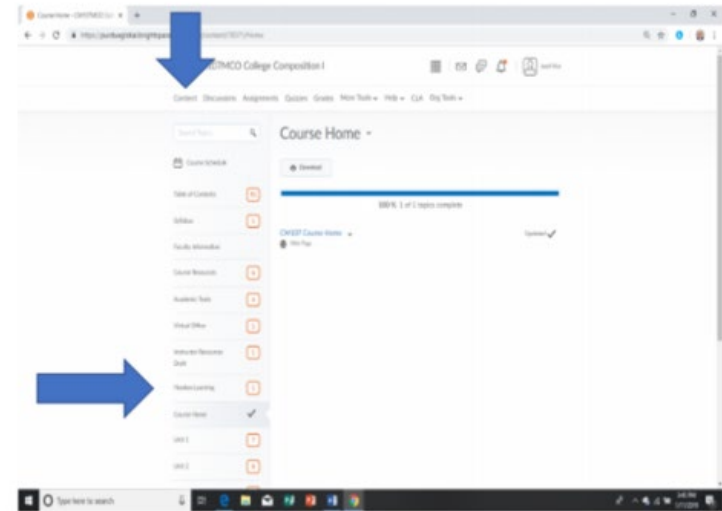
- Multi-Modal
- In-Course
- Shared with Faculty
- Emailed to Students
- Constant Reinforcement
- Use Material in Seminar

CM107 AND HAWKES LEARNING

Hi, everyone, and welcome to your CM107 class.

Please note that all reading and learning activities (including short quizzes) for your CM107 class are available through the Hawkes Learning link in your course.

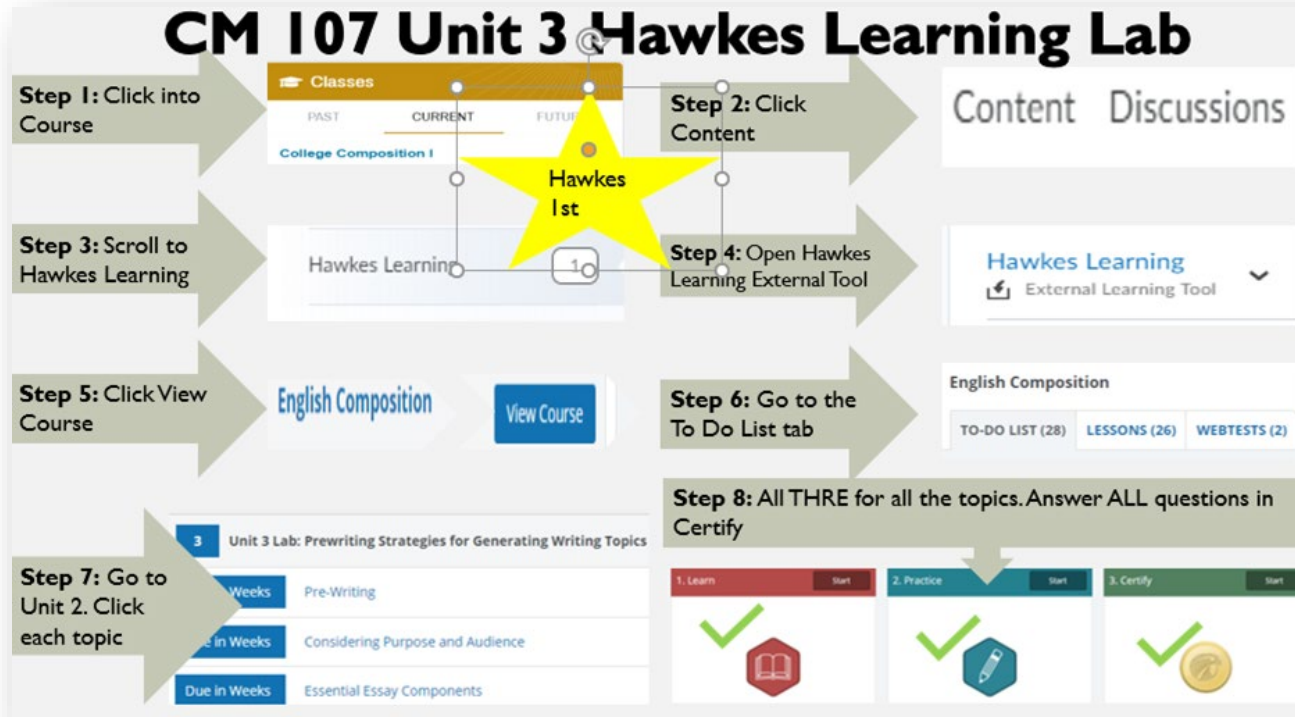
To access this resource, click on the **CONTENT** link in the CM107 Course Home toolbar at the top of the course page. Then, click on the **Hawkes Learning** link on the left side of the screen:



To familiarize yourself with the process of using this helpful resource in your course, you can also review the following short video:

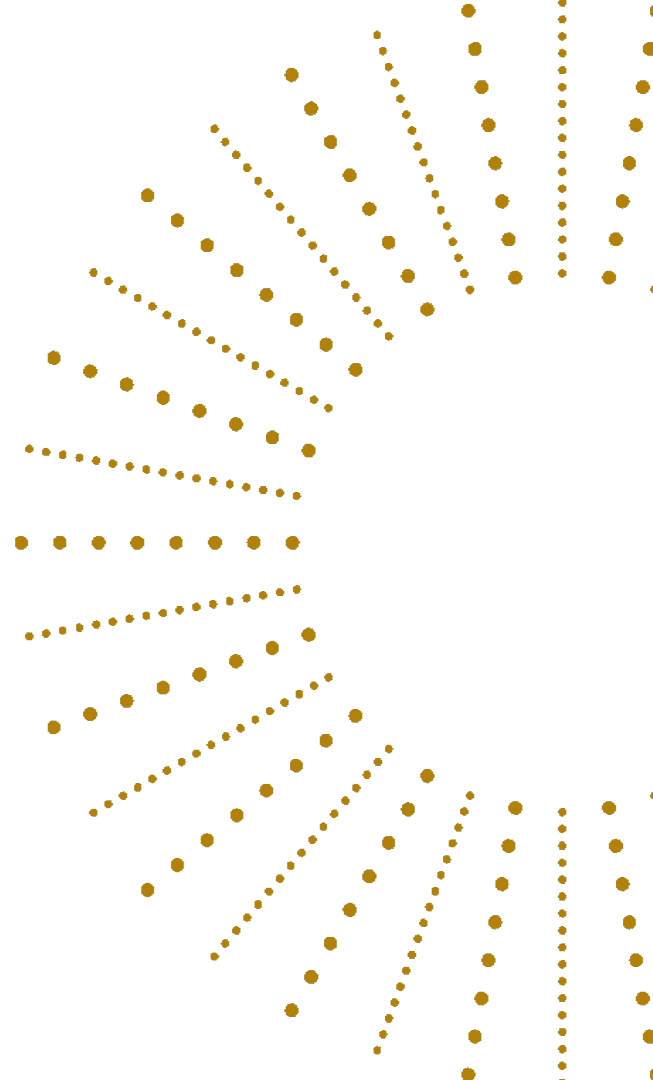

<http://tv.hawkeslearning.com/VideoPlayerSingle.htm?PlayerID=5062857235001>

Emphasizing Hawkes First



Transitioning to APA 7th Edition

Stephanie Thompson, PhD
Course Lead, CM 220
Composition and Writing Across the
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APA 7th Edition: The Timeline


OCTOBER 1ST IS THE OFFICIAL RELEASE DATE FOR APA 7TH EDITION

Starting October 1, 2019, PG will accept and encourage the continued use of APA Sixth Edition throughout the 2019/2020 academic year without penalizing the use of APA Seventh Edition features during the same time.

FINAL ADOPTION OF THE APA SEVENTH EDITION PUBLICATION MANUAL IS TO BE JANUARY 1, 2021

This timeline allows for full integration in Library, Academic Success Center, and curriculum resources. To ensure that the university as a whole (faculty, staff, students) understands accepted protocols and practices during this Seventh Edition Publication Manual rollout, various communications will continue to be made available.

APA 7th Edition: Transitioning



Encourage students to learn about 7th edition BEFORE January 2021

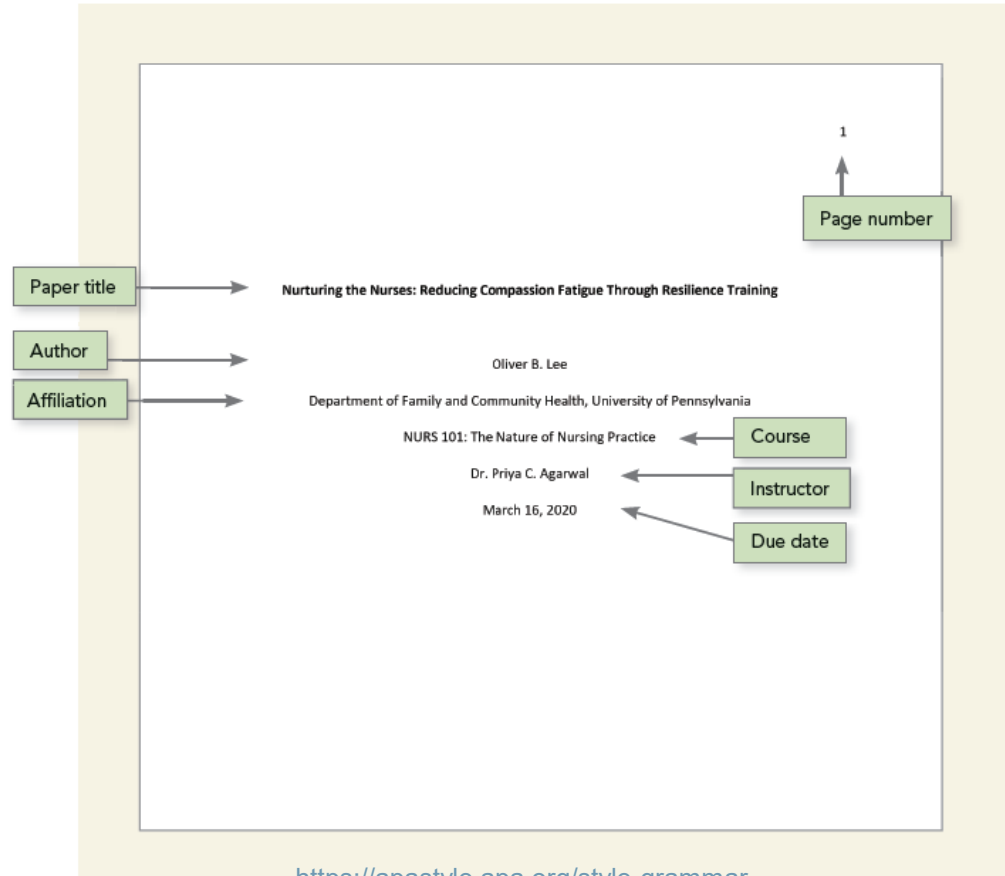
Provide resources like templates and links to 7th edition resources

Be flexible when grading if students are mixing the two!

APA 7th Edition: Major Changes

1. Student-specific changes include a simplified title page and omission of running header.
2. New guidelines for citations include the removal of "Retrieved from" and the URLs in some cases for items found in a library database.
3. 7th edition goes back to the "one space after a period" rule instead of using two spaces.
4. More font styles/sizes will be accepted, like Calibri 11 point font, but it is a good rule of thumb to stick with 12 point font if that is what is specified in an assignment.
5. APA now encourages the use of more inclusive language; use "they" when the gender is unknown.
6. No publisher location is used for book citations now.
7. You can shorten DOIs and URLs and format DOIs like URLs.

APA 7th Edition: Helpful Resources from APA



The screenshot shows the Academic Writer Learning Center interface. At the top left is the Academic Writer logo with the tagline "APA's tool for teaching and learning effective writing". Navigation tabs include HOME, LEARN, REFERENCE, and WRITE. The current page is "DOIs and URLs". A search bar is present with the text "Search the Learning Cent". Below the search bar are filters for "Quick Guides (71)", "Tutorials (18)", "Sample Papers (10)", "Sample References (202)", "Sample Tables (8)", "Sample Figures (7)", and "My Favorites (0)". A "Back to Results" link is also visible. The main content area has a blue header with "DOIs and URLs" and a "START LEARNING" button. A sidebar on the right contains a menu with the following items: Overview (selected), DOIs, URLs, Short DOIs and URLs, and Review.

Academic Writer®
APA's tool for teaching and learning effective writing

HOME LEARN REFERENCE WRITE

Home > Learning Center > Browse > DOIs and URLs

Search the Learning Cent

Quick Guides (71) Tutorials (18) Sample Papers (10) Sample References (202) Sample Tables (8) Sample Figures (7) My Favorites (0)

Back to Results

DOIs and URLs

Details More Like This Embed Link Add to Favorites Full Screen

DOIs and URLs

START LEARNING

Academic Writer

- Overview
- DOIs
- URLs
- Short DOIs and URLs
- Review

APA 7th Edition: Updated Academic Writer Quick Guides & Tutorials

APA 7th Edition: Helpful Resources in the Writing Center

- New “APA Demystified in 5 Minutes” [video](#)
- Writing Center [workshop](#) previewing 7th edition
- Writing Center’s [external page](#) resources
- New “Effective Writing” podcasts from Kurtis Clements like one on the [“singular they”](#)
- [Blog posts](#) on 7th edition changes about “APA Lingo,” changes to the references list, and formatting

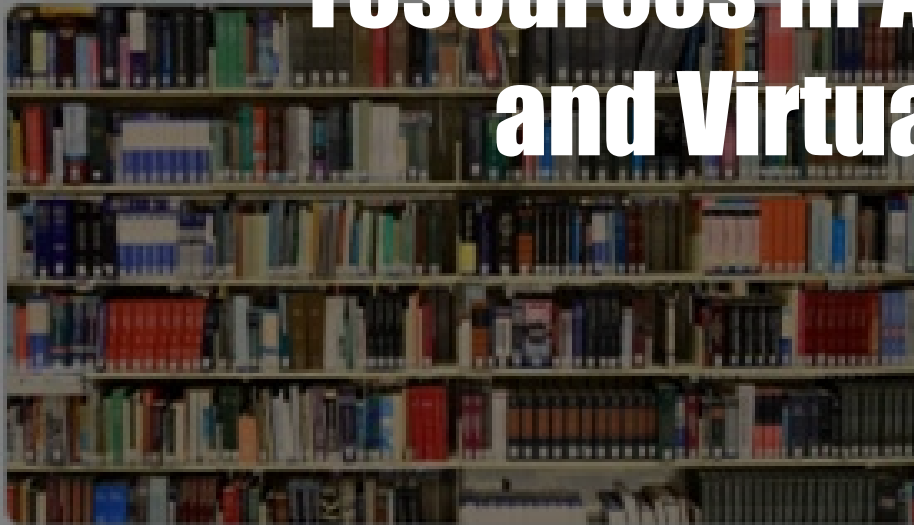
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Learn more about changes to the Reference List in APA 7th edition

APA 7th Edition: Share resources in Activity Feed and Virtual Office



Podcast: Changes to
Reference List

<http://purdueglobalwriting.center>

If you do not see the podcast
player, click here to listen. APA...

APA 7th Edition: Show examples!

Web site w/ author and date 6th edition

Hall-Flavin, D. K. (2016). What is passive-aggressive behavior? What are some of the signs? Retrieved from <http://www.mayoclinic.org/healthy-lifestyle/adult-health/expert-answers/passive-aggressive-behavior/faq-20057901>

Web site w/ author and date 7th edition [italicize article name and remove “retrieved from”]

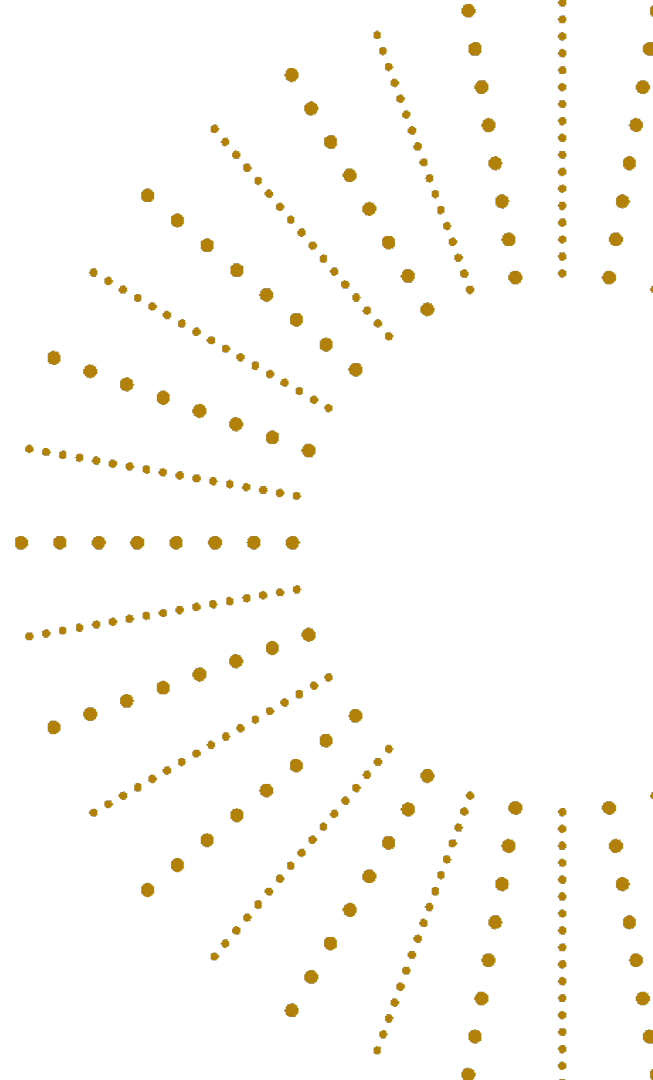
Hall-Flavin, D. K. (2016). *What is passive-aggressive behavior? What are some of the signs?* <http://www.mayoclinic.org/healthy-lifestyle/adult-health/expert-answers/passive-aggressive-behavior/faq-20057901>

APA 7th Edition: Ease anxiety. Much remains the same.

- Alphabetize entries by last name
- Use the hanging indent on the references page
- Include author, date, title, publishing information (this will vary depending on the type of source)
- Use the article title first if there is no author
- Use (n.d.) for “no date” for undated sources
- Italicize book titles, names of journals, newspapers, and magazines
- Use last name, first initial format for author’s names (not for organizations!)
- Use sentence-level capitalization (first word of title, subtitle, and proper nouns are capitalized) for titles of books and articles

Revisions to CM 107

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ESTABLISH REVISION GOALS



Continue to improve course success rates



Align Hawkes Lab content to CM107 Themes, Concepts, and Assignments and ensure it supports student learning



Increase student engagement by incorporating PG Library and WC videos/podcasts



Create more engaging and motivational content



Assist instructors with outreach by creating pre-set Intelligent Agents in the course



Ensure individual student needs, diversity of learning style, and WAC goals are addressed in assignments



Streamline rubrics for clarity and ease of use for Gen Ed Rubrics and act as a bridge to clickable rubrics

Involve All Stakeholders

Course Leads (SME)

Faculty

Chair/Assistant Chair

Curriculum

Design Team

Research Team

Administration

Students

USE DATA DRIVEN PROCESS

Identify

Identify content and concepts that most students struggle using research data

Target

Target areas within the course where student involvement/engagement/participation lags

Analyze

Analyze why students historically have stopped participating in certain units or with specific assignments

Review

Review what could be changed to address these problems and how curriculum could be revised accordingly

TACKLE MAJOR PROBLEMS

EXAMPLE: UNIT 2 ASSIGNMENT

- **PROBLEM:** Despite being a short assignment, students struggled with the paper and many students simply did not submit or were confused
- **ANALYSIS:** Too many layers and too complex for first term students, especially for their first assignment (read an article, apply reading comprehension skills, assess audience, purpose, writing strategies, and effectiveness); time required to complete task was unnecessary; goal of assignment (paragraphing, reading comprehension, analysis) could be accomplished in a less complex way
- **REVISION:** simplify the assignment and instructions, shift focus to what is effective in a written document of student choice and how students can use it as a model for their own writing
- **SUPPORT MATERIAL:** Graphic Organizer, Hawkes Lab, and PG Resources including Library video and Credo InfoLit

Revision Example

Select and read one of the following that addresses an issue or problem in your field of study:

- an informal blog post from the Internet
- a short peer-reviewed journal article from the PG library
- a business report located on the Internet

TASK: Your assignment is to write a double-spaced, two-paragraph review in which you define the qualities of the blog, article, or report that make it effectively written and then explain how you might use this blog, article, or report as a model for your own future writing.

Discussion Board

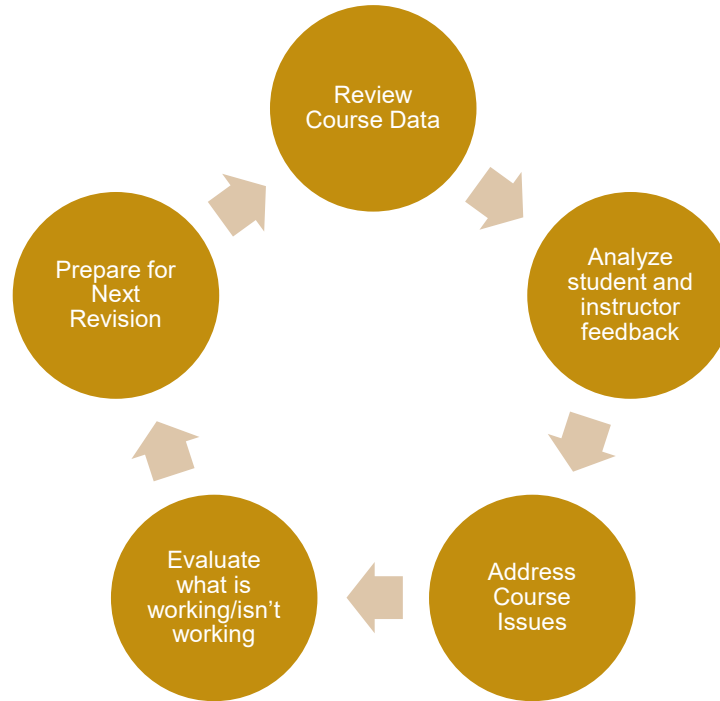
For your initial post, use the following [downloadable Brainstorming Chart](#) to generate relevant information about the blog post, journal article or Business report you are going to write about in the Unit 2 Assignment. Then, in two or more paragraphs, explain what you learned about effective writing from reading the blog post, article, or report you selected.

Be sure to include an open-ended question at the end of your post to help your classmates with responding effectively to your concerns. Please also refer to and credit the unit reading concepts to help validate your ideas and give you practice with using and crediting source information.

Graphic Organizer


<p>Who is the author?</p> <p>What is the title and publication information?</p> <p>What is the link to the publication?</p>	<p>What is the Genre? (informal, formal, professional)</p>	<p>What is the topic of the document?</p>	<p>What question about the topic is the document answering?</p>	<p>What are some ways the writer answers the question?</p>	<p>Who is the author(s) writing this document for specifically?</p>	<p>What is effective about the way it is written?</p>
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RECOGNIZE THAT COURSE REVISION IS RECURSIVE AND CONTINUAL



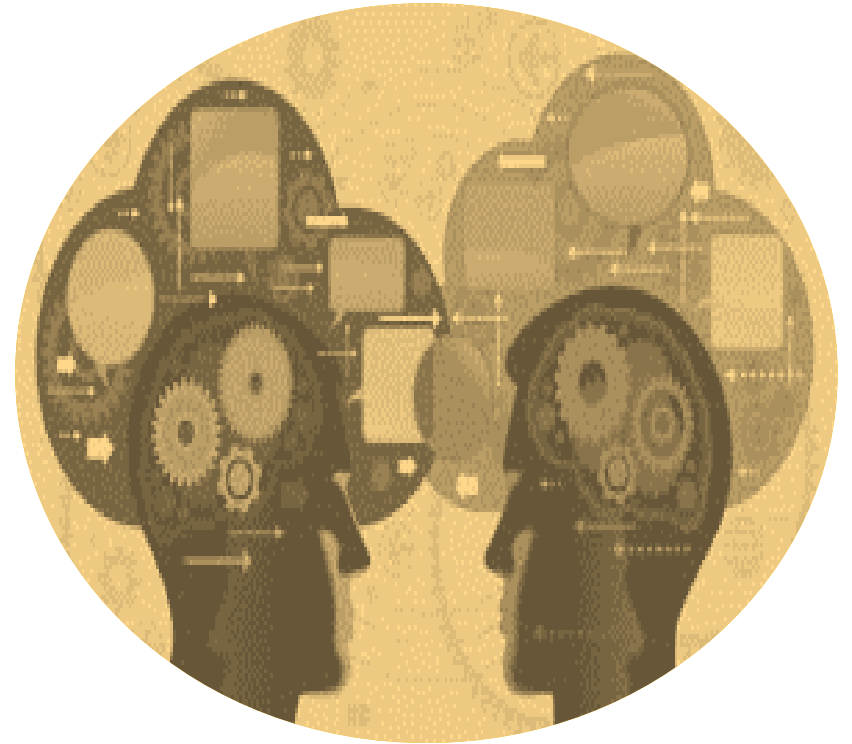
Discussion, Questions, and References

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Remember the Question from Earlier?

How might your department use change management more effectively to support faculty, staff, and students?



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Session Questions? Ideas? Future Projects? Contact Us!

References

8-Step process. (n.d.). <https://www.kotterinc.com/8-steps-process-for-leading-change/>

Belias, D., & Koustelios, A. (2014). The impact of leadership and change management strategy on organizational culture. *European Scientific Journal*, *10*(7), 451-470. https://www.academia.edu/download/51337137/2996-8812-1-PB_2.pdf

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