Creative Thinking, Collaboration and Organizational Change
CCT 618 Syllabus July 2009

Instructors:
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Gregg Turpin, Adjunct Professor & Boston Public Schools (gregg1411@hotmail.com) (Part 1 of course)
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Office hours: For an hour directly after each session, or by arrangement
Class email list:
Emails sent to cct618@yahoogroups.com will go to everyone in the course

Class times: 9am-4.15pm, with breaks, Fri & Sat, July 17, 18, 24, 25, 31, August 1:
Diversity Awareness – July 17-18
Teambuilding July 24-25
Methods of Group Participation July 31 – August 1

This syllabus is subject to change, but workload expectations will not be increased after the semester starts.

COURSE DESCRIPTION
Through interactive, experiential sessions and structured assignments students learn critical and creative approaches to working in organizations. Skills addressed include: communication and team-building; facilitation of participation and collaboration in groups; promotion of learning from a diversity of perspectives; problem-finding and solving; and reflective practice. Students apply these skills to situations that arise in business, schools, social change groups, and other organizations with a view to taking initiative and generating constructive change.

COURSE OVERVIEW and OBJECTIVES
This course builds on two assumptions about education:
• education takes place in many government, corporate, non-profit, and informal settings;
• many graduates will take leadership roles that are not official administrative ones as they strive to fulfill the needs of their schools, workplaces, and communities, adapt to social changes, and collaborate with others to these ends.

The goal is that student leave the course with experience and skills in using new tools in their schools, organizations, and other workplaces for communication and team-building; facilitation of participation and collaboration in groups; promotion of learning from a diversity of perspectives; problem-finding and solving; and reflective practice. The course emphasizes learning through experience during class sessions and through reflection and writing between sessions, with a view to stimulating the students to
experiment with and employ in their own workplace the tools introduced during the
course. In this spirit, the contribution of the course to producing Thoughtful and
Responsive Educators (the overarching goal of the Professional Education Unit and
the Graduate College of Education) centers on the Commitments of Ethical behavior,
Lifelong learning, Dedication, and Modeling and mentoring; the Practices of Caring,
Collaboration, Reflection, Social Justice; and Understandings about Pedagogy in the
broad sense of instruction and facilitation.

ASSESSMENT & REQUIREMENTS

Each session of this course takes the form of an interactive, experiential workshop,
using worksheets designed to be adapted to your specific work situations. You are
expected to:
1. **attend all the hours of both days of all workshops and participate actively** in the
   exercises and hands-on activities in which you practice with various ideas and tools
   and adapt them to your own work situations *(30 = 3 x 10 points)*;

2. **work in process**
   a. Complete worksheets from the sessions and any homework exercises;
   b. Submit **twice-weekly emails**, two emails per workshop, to cct618@yahoogroups.com.
      These emails help contribute to building a community of learning and support during
      the course. Your emails should contribute some original thinking that adds to the
      conversation. These emails should reflect your own thoughts that have been stimulated
      by the workshops. It is not sufficient to send a reference to someone else’s article or to
      just quote the article – nor are you expected to read any articles for these emails! *(12 = 6
      x 2 points)*; and
   c. Write **500-word Reflection Papers after each workshop**. The paper for each
      workshop is worth 10 points, so *(30 = 3 workshops x 10 points)*. Guidelines for
      Diversity workshop will be handed out by the instructors. For Team Building and
      Groups Participation: write a Reflection Paper, which addresses:
      1. What did you learn? What parts resonated for you?
      2. What was new for you? What *Aha!* Moments did you have?
      3. How or where were you challenged?
      4. What, if anything, changed in your thinking?

   **Do not describe the class activities in this reflection paper** – assume that the instructor
   knows the activities that you refer to in your paper. Do not include definitions from the
   dictionary, and do **not quote in any length** from the materials you received in class –
   this paper should be written from the “I” perspective: **What did you experience?** What
   resonated with you?

   **These items will help you:**
   3. Develop a **Plan for Practice** (2000-3000 words) demonstrating how and when you
      plan to put into practice the skills and tools from all 3 sessions of the course - in your
      work situation or community, and/or how you could adapt and practice using those
      tools for opportunities in the future. You should include a plan for evaluating the
      outcome so you learn from experience and practice. At the workshop we will give you
      **Guidelines** to assist you in developing your Plan for Practice. *(28 points)*;
A = 94+, A- = 88-93, B+ = 82-87, B = 76-81, B- = 70-75, C+ = 64-69, C = 58-63

Please note: You are responsible for following these guidelines for your papers and your email participation. There is no option built into this course for revision to increase grades after they have been determined.

Due dates
Reflection papers -- Friday following the session, by email to instructor.
Diversity – July 24
Team Building – August 31
Group Participation – August 7
Plan for Practice -- Sunday August 14, 4pm, to Abby Yanow via mail.

ACCOMMODATIONS: Sections 504 and the Americans with Disabilities Act of 1990 offer guidelines for curriculum modifications and adaptations for students with documented disabilities. If applicable, students may obtain adaptation recommendations from the Ross Center (287-7430). The student must present these recommendations to each professor within a reasonable period, preferably by the end of the Drop/Add period.
Students are advised to retain a copy of this syllabus in personal files for use when applying for certification, licensure, or transfer credit.

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SCHEDULE OF SESSIONS

The course is divided into three two-day workshops, each led by a different instructor: 1. Diversity Awareness, 2. Effective Teamwork, and 3. Facilitating Participation and Collaboration in Groups.

The workshops are designed to be interactive and experiential, using worksheets designed to be adapted to your specific work situations.

Suggested topics for journal entries and additional information about classes, assignments, and other tasks may be provided in handouts and e-mails.

Workshop 1. DIVERSITY AWARENESS
In this first part of the course you experience and learn approaches aimed at enabling groups and organizations to: become more diverse; address tensions arising from lack of awareness of differences and inequalities; and undertake coalition work that dismantle traditional barriers. Dimensions of diversity addressed include race, class, gender, and sexuality.

Workshop 2. EFFECTIVE TEAMBUILDING
The second workshop introduces creative communication strategies for teamwork that really addresses workplace problems and issues. Through simulations of typical organizational situations you develop skills in giving and getting feedback, presenting
your ideas and opinions, and ensuring shorter and more productive meetings. The classes will make you more aware of your communication style, its effect on others, and options for improvement.

**Workshop 3. FACILITATING PARTICIPATION AND COLLABORATION IN GROUPS**

The last part of the course introduces students to a number of different techniques of group participation, such as working in small groups and stakeholder groups, and World Cafe or Open Space. The topics of discussion within each technique will be chosen in an effort to make the learning experience as close as possible to real-life situations, within our workplaces and our communities. We will focus on the art of careful listening and the crafting of effective questions. You will experience the generativity of the participatory process, in which the wisdom comes from the group. You will be encouraged to consider ways of implementing these techniques into your practice, with your colleagues and in your communities.
BIBLIOGRAPHY  (Recommendations only -- Required readings will be distributed in class.)

Books

Articles

