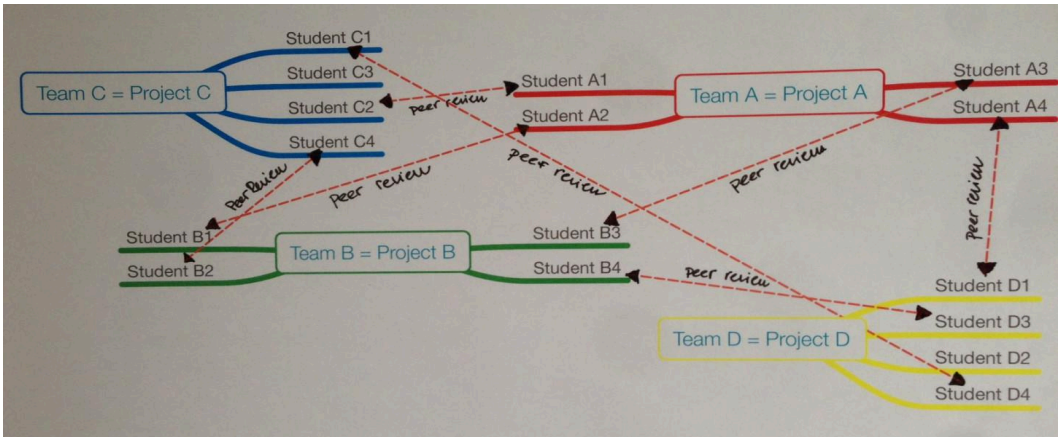
Please make your own copy and set up 'sharing' in such a way, that all members of your team 'can edit' and 'anyone with the link can comment'.

This document will guide your collaboration and peer reviews during 8 stages of strategic planning for **your innovation project** within the EduChange course. Please explore the structure of the document and each of the 8 sections and take advantage of the hyperlinks to Glossary, which is placed at the bottom of this document for your convenience.

Each section contains specific deliverables for project assignment, peer review and learning reflection. You can use the rubric placed above Glossary to self-evaluate your assignments.

Once you have formed teams and agreed on your project goals and vision, please find a peer review alliance. As sketched on the picture bellow - each of you needs to **form a 1:1 reciprocal peer review alliance with a student from a different project team**. Each student will provide peer review **for each of the 8 project stages** published by allied team.



Peer Review is an **integral part** of the overall Project Assignment. When forming the collaboration alliance, you are **committing yourself to deliver peer review for each post** as soon as possible, so that your peers can incorporate your suggestions.

It might be practical to agree on a **reminder system** for peer reviews. E.g. when your team posts an assignment you will at the same time send an invitation (with a link to the post) to all allied peers asking for peer review.

It is a good idea to agree on the **length of response times** in advance. By response time we mean the time between the invitation being sent and the required peer review appearing in the comments.

Enjoy!

PS - Once you have started working, you can move this introductory text to the very end of your document for future reference and to make working in the doc from a mobile device more convenient.

This video tutorial can also help guide you trough this document https://www.youtube.com/watch?v=gI_loMpQgQY

TABLE OF CONTENT

Flipped Classroom
INFOGRAPHIC
Key Stakeholder
Key Performance Indicator
Marginal Stakeholder
Performance Dip
Policy
Primary Stakeholder
Secondary Stakeholder
Stakeholder Analysis
Stakeholder
SMART GOAL
Vision
OTHER UNCLEAR TERMS

SUBMISSION DEADLINES

Project Assignment Submission deadline	Face to face activity in Paramaribo	Face to face/Google hangout activity in Nickerie	Project Assignment Submission deadline Nickerie
#1 15.11. 2016 #2 15.11. 2016 #3A 15.11. 2016 - PREPARATION FOR INTERVIEWS #3B 30.11. 2016 SHARING OUTCOMES OF INTERVIEWS #4 28.11. 2016 #5 28.11. 2016 #6 5.12. 2016 #7 10.12. 2016 #8 19.12.2016	**Session 4.** 15.11.2016 Present a short ppt-presentation of assignment #1 and #2. Present # 3A the preparation for interviews 2nd Good Questions Game & Make a storyboard **Session 5.** 22.11.2016 Work on Assignment #4, #5 **Session 6.** 29.11.2016 3rd Good Questions Game Assignment #6 #7	**Session 4.** 19.11.16 (Google hangout) Present a short ppt-presentation of assignment #1 and #2. Present # 3A the preparation for interviews 2nd Good Questions Game & Make a storyboard **Session 5.** 26.11.2016 Work on Assignment #4, #5 **(Face to Face)** **Session 6.** 29.11.2016	# 1 18.11.2016 **# 2** 18.11.2016 #3A 18.11. 2016 - PREPARATION FOR INTERVIEWS #3B 02.12. 2016 SHARING OUTCOMES OF INTERVIEWS #4 28.11. 2016 #5 28.11. 2016 #6 5.12. 2016 #7 10.12. 2016 #8 19.12.2016

	Session 7. 06.12.16 Roleplay gaining buy-in from stakeholders **Session 8.** 20.12.16 Storytelling & Bingo (date to be confirmed)	3rd Good Questions Game Assignment #6 #7 **Session 7.** 10.12.16 Roleplay gaining buy-in from stakeholders **(Face to face)** **Session 8.** 23.12.16 Storytelling & Bingo Google hangout	

PROJECT

Project name : The need of abacus increasing mental arithmetics in Primary school.

Challenge(s) addressed: To count easily in a creative way.

Abstract:

The purpose of this is to concentrate on the impact of abacus on mathematical learning through teachers to realize the problems, create idea, provide support of the idea and implement the idea. The use of abacus is considered as one of the best tool to do the calculation. It helps children expanding their mental power and also create the habit of good memory.

Our goals is teaching abacus math to young children between the ages 7 to 9 year, which leads to strong mental math skills for life long.

Date - team project started: 16 november 2016
Date expected completion of the project assignment: July 2017
Date expected implementation (if applicable): August 2017

Team members: Amatanom Gracella, Dienwatie Mohan, Soenila Kisoensingh, Xenia Oemraw.

Peer Review Allies:

#1 Need finding, Problem statement, Vision, Mission, Long term Goals

Date submitted for peer review: 21 November 2016

Deliverables for the Assignment #1:

➔ **What need have you identified?**

- The need of abacus of increasing mental arithmetics.

➔ **What problem do you want to address?**

- Children who are often wrong in operation calculation mistakes.
- Children who lose interest and are not confident in math.
- Children who has lower grades for math.

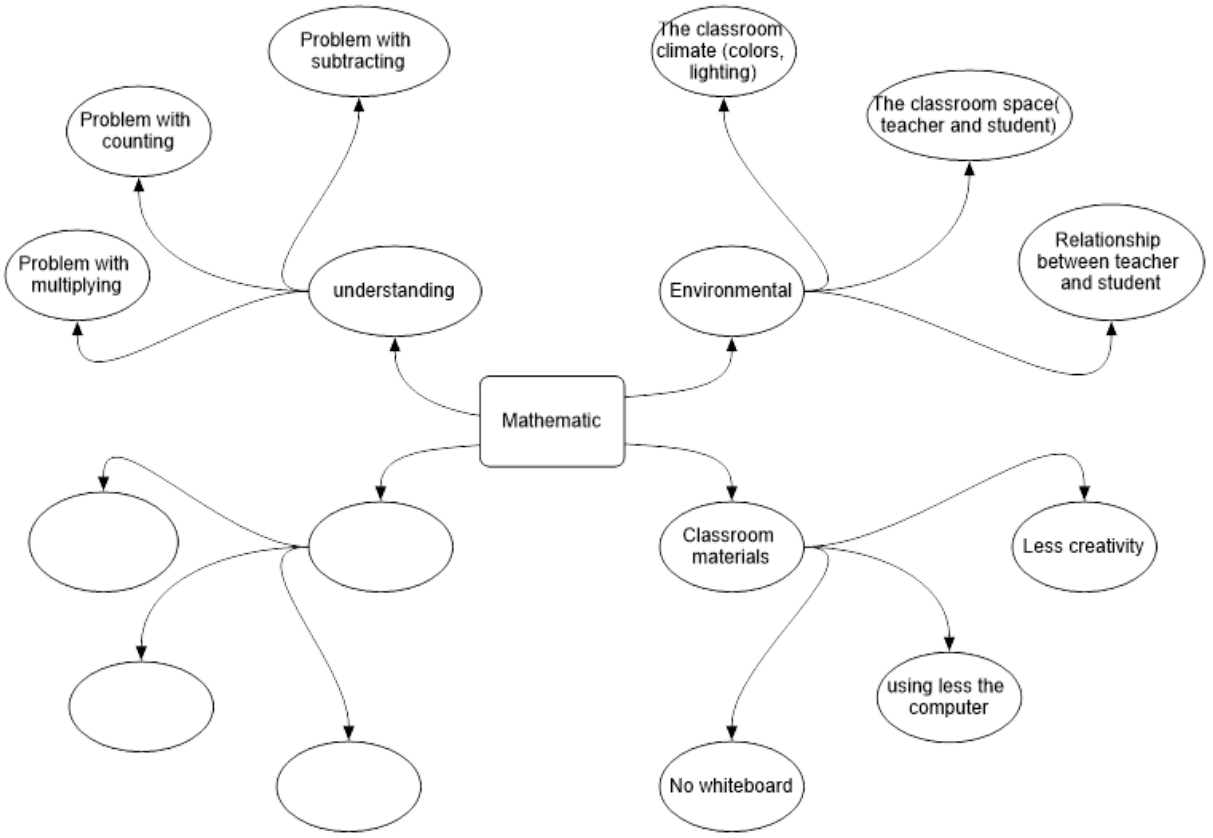
- **What opportunity do you wish to leverage or create?**

At first we'll let the children learn and use the abacus .
At the end we will create a competition in which the winner will get a price.
Than we'll publish it in our website.

➔ **Why**? For a good result at school so they can become a good engineer in the future.

➔ **What are the root causes and consequences (fruits) of the problem?** Please upload a clear and readable picture of your problem tree (mindmap).

➔ Mindmap:



➔ **What is your vision?**
Empowering our young generation with strong mathematics skills in a fun and unique way, to help them succeed in schools and beyond life.

➔ **How can you achieve the vision?**

Introduce mental math through abacus to young children between the ages 7 to 9 year old to help them :

- develop the ability of mental calculations with ease and speed.
- build the confidence in math learning.
- inspire further interest and advancement in mathematics.
- excel at academic learning in school.

➔ **What is your specific and measurable Long term Goal?**
Improvement of math for a long life term!

➔ Please be aware that this is a draft - you will likely revise this section as you interact with stakeholders and co-create a solution

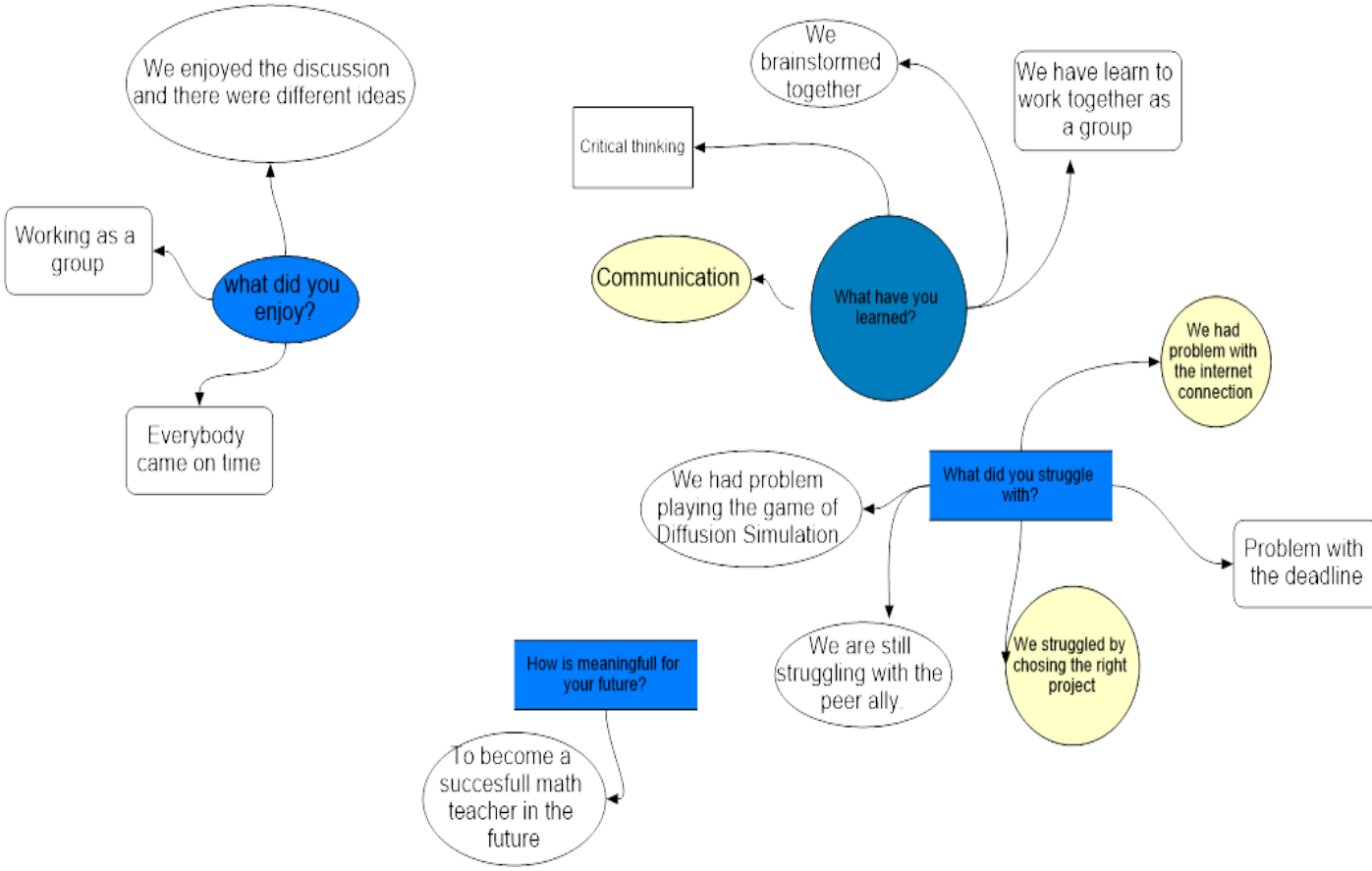
Peer Review Deliverables

- What questions can you ask to help clarify the Needs, Problem, Opportunities, Vision or Goals.
- HERE INSERT YOUR SPECIFIC call for feedback. What exactly can they help you with? What would you like your peers to focus on?

1. What do you think of our project?
2. Do you think that we can get the participation of the teacher?
3. Would you choose this project for your school?
4. Why would you choose this project?
5. How would you like to introduce this project at your school?

Learning Reflection (e.g. paragraph, sketch note, or mind map)

- What have you learned? How is it meaningful for your future? What did you struggle with? What did you enjoy?



SUBMITTED ASSIGNMENT: 19 november 2016

#2 Stakeholder Identification, Stakeholder Analysis (hypothesis) and plan for Engagement

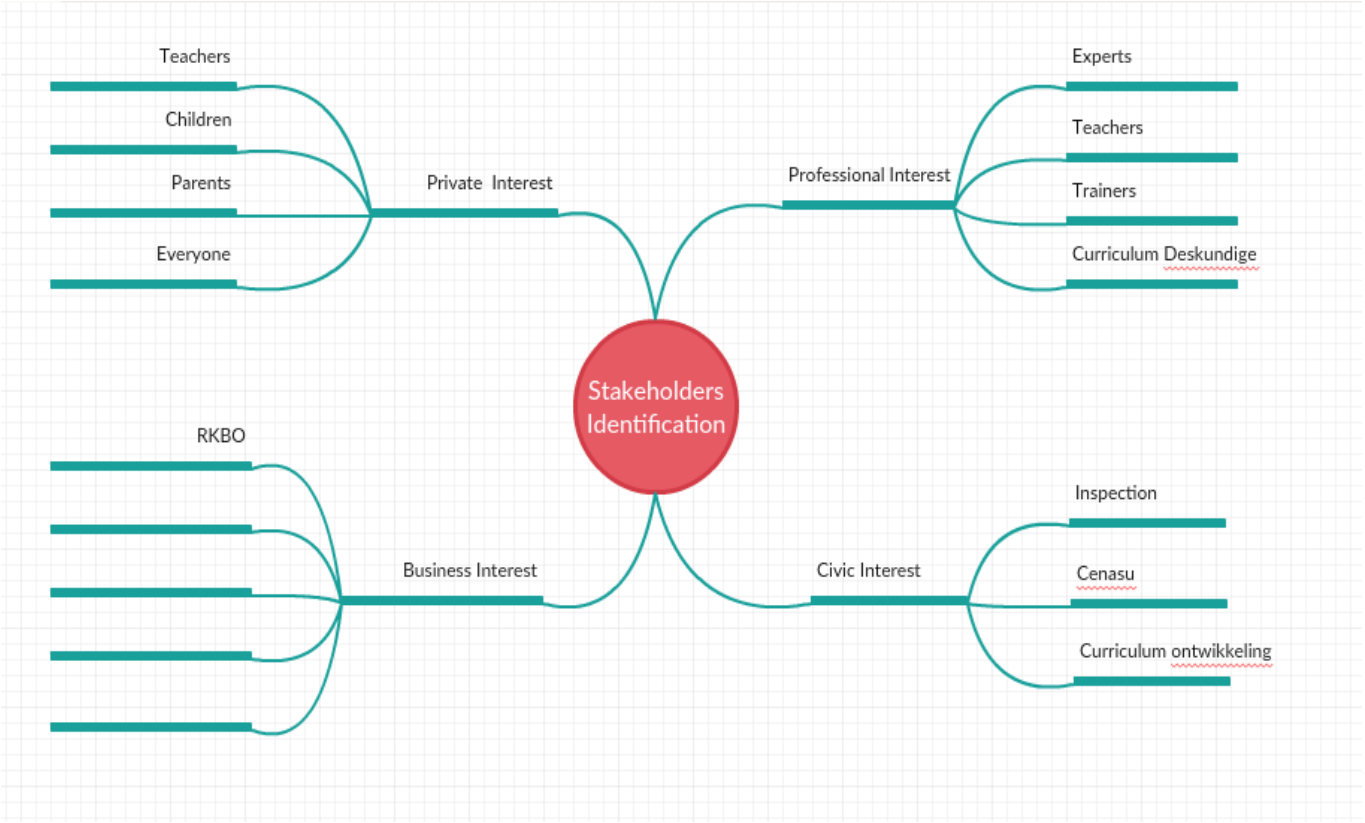
Date submitted for peer review:

Deliverables for the Assignment #2

This is a link to a TEMPLATE of Stakeholder Engagement Canvas - a Google spreadsheet we use as an outline for the key elements of the EduChange projects: https://docs.google.com/spreadsheets/d/1eCB3a7dIKnCEEe19v_kFdqxGX55XAnwpp8w4vJbzjGw/edit#gid=0
Please make your own copy and replace the above link with a link to your own Stakeholder Engagement Canvas dedicated to collaboration on your innovation project.

Spreadsheets:
https://docs.google.com/spreadsheets/d/1Zlj5dTYI1sEKUbhQXCARW7Mtn4jkAr56AyK5Cj1Vtlg/edit#gid=0

Also please place here a snapshopt of your filled in Stakeholder Identification mindmap.

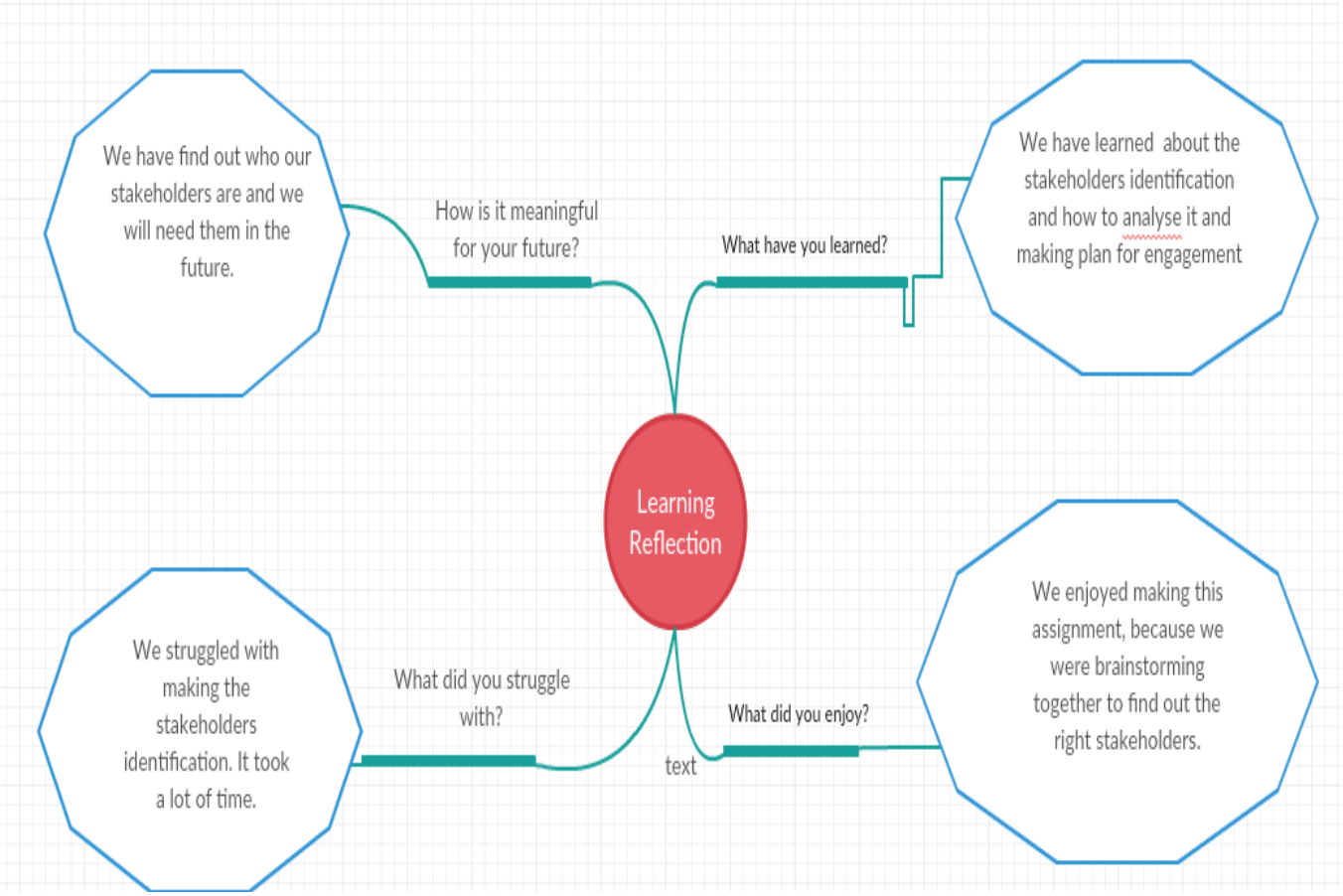


Peer Review Deliverables

- What is missing?
- What other stakeholders can you think of?
- What additional ideas can you offer?
- What curious questions do you have?

- HERE INSERT YOUR SPECIFIC call for feedback. What exactly can your allies help you with? What would you like your peers to focus on?
- What suggestions do you have for us?
- Do you want to make any change or any other ideas?

Learning Reflection (e.g. paragraph, sketch note, or mind map)



SUBMITTED ASSIGNMENT: 25 - 11- 2016

#3 Stakeholder Interviews

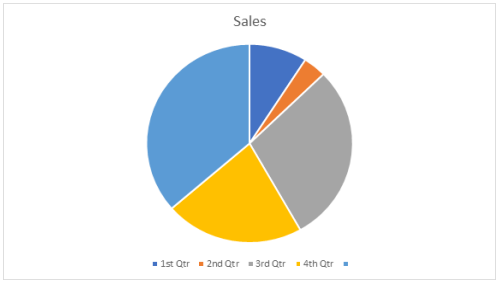
Talking to Stakeholders of your Project to gain insight and verify your Stakeholder Analysis hypothesis is the most important part of your project. You can conduct the interactions as in person conversations with individuals or focus groups, online/sms chats or questionnaires or online asynchronous focus groups. For more suggestions and guidance - please see hPreparation for Stakeholder Interviews

Date submitted for peer review:

Deliverables for the Assignment #3
SUBMITTED ASSIGNMENT #3B - SHARING OUTCOME OF INTERVIEWS:

First - **What questions do you have for your stakeholders**

1. How long have you been in education as a teacher?

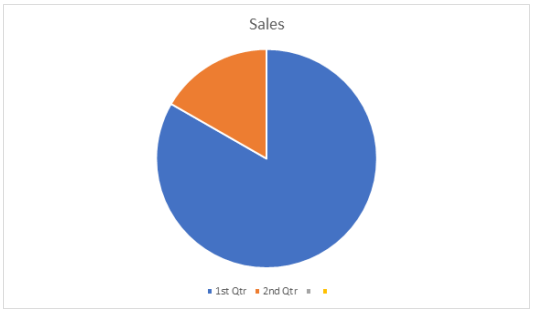


orange= 2 years, Dark blue= 5 years, light blue= 20 years, yellow= 16 years

2. Would you tell us your experience in education in short?

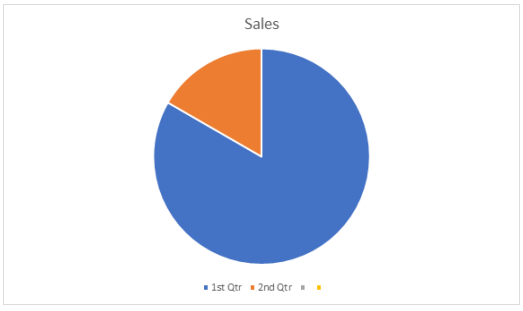
students have problems with some of the subjects in math, only some of them can understand it

3. What is your highest level of education as a teacher?(Degree)



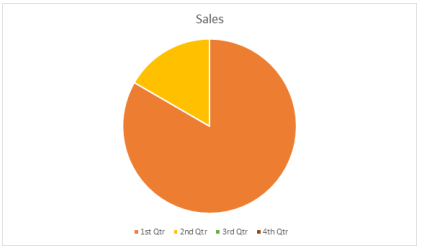
Orange= CPI(O-A)
Blue= GLO akte

4. If you would get the opportunity to train to transfer your lessons using ICT at school. How would you find that?



Blue= goog idea
orange= I would not like to use ICT's

5. Did you earlier used ICT for your lessons?



Orange= NO
Yellow= Yes

6. And how did you do that? In collaboration with the ICT teacher

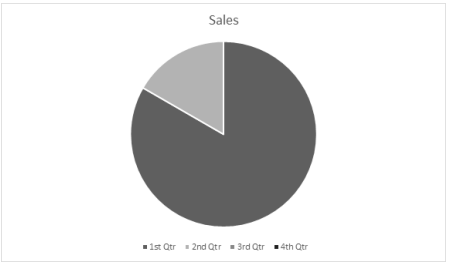
7. Do the students get ICT lessons at school?

Orange= YES

8. And what do they learn during ICT lessons? how to use the computer, learn to read words and phrases, searching for info on the internet, Paint, Windows, Wordpad and search for current subjects

9. Would you like to share your lessons on Facebook? NO

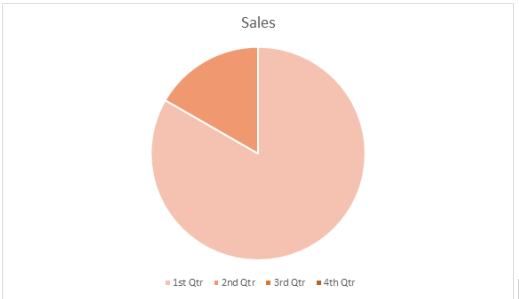
10. May we add you as a teacher at our facebook page?



Light grey= YES
Dark grey= NO

11. What materials do the children use to calculate their sums at school? blocks, shells, marbles,abacus, instruction clock, notes, coins, buttons, number cards, dice, beads and bead pliers

12. Would you like to train yourself on how to work with abacus in school?



baby pink= YES
pink= NO

ASSIGNMENT #3A - PREPARATION FOR INTERVIEWS:
It would be ideal to deliver a link to a video/audio record or a transcript of the conversations and the conclusions you make based on the outcomes.

- ➔ In order to gather input from larger number of stakeholders, you may also conduct a short **survey** among a specific target group and share the outcomes and conclusions here. We'llllet the teachers fill in a survey , the answers are given by the questions above

Peer Review Deliverables

- What seems like key information?
- What is the impact of the information provided by the Interviewee?
- What kind of Adopter Type was the Interviewee? Explain your estimate.
- What competency indicators have you observed?
- HERE INSERT YOUR SPECIFIC call for feedback. What exactly can your allies help you with? What would you like your peers to focus on?

Learning Reflection (e.g. paragraph, sketch note, or mind map)

- What have you learned? We have learned how to prepare for stakeholders interviews, like how to ask questions and how to react on them. We've have made a survey for the interview.
- How is it meaningful for your future? It'll help us take interviews easier
- What did you struggle with? We had struggled a little by forming the questions for the survey
- What did you enjoy? The positive reactions of the principal and teachers of the school

SUBMITTED ASSIGNMENT #3B - SHARING OUTCOME OF INTERVIEWS:

#4 Guiding Coalition Formation & Draft of Diffusion Interventions

Date submitted for peer review:

Deliverables for the Assignment #4

➔ **What is your own position and role in the initiative?**

- To create a network of abacus teachers.
- Train the teachers.
- learn the children the abacus arithmetic.
- Ask the teacher to make handcraft abacus.
- Organize competition between 2 schools.

➔ **Who would you like to invite to form a coalition which can make the change happen?**

The Math teacher,

➔ **How can you empower stakeholders?**

- Give a short presentations.
- Make a interactive video with images.
- Show pictures of the abacus made of handcraft in the classroom.
- The benefits of it.
- Train the teacher using the abacus application and the handcraft abacus.
- Give an exercise to make sure that the teacher has understood.

➔ **How can you increase the rate/speed of adoption and/or improve impact?**
The trained teacher can invite the other teachers in the classroom.

➔ **How could you further empower others to drive and spread the change?**
- Organize workshop and a competetion at a school.

➔ **What impact do you expect empowerment of stakeholders can have in your specific case?**
Once they are familiar with it they will use it and spread it to other teachers.

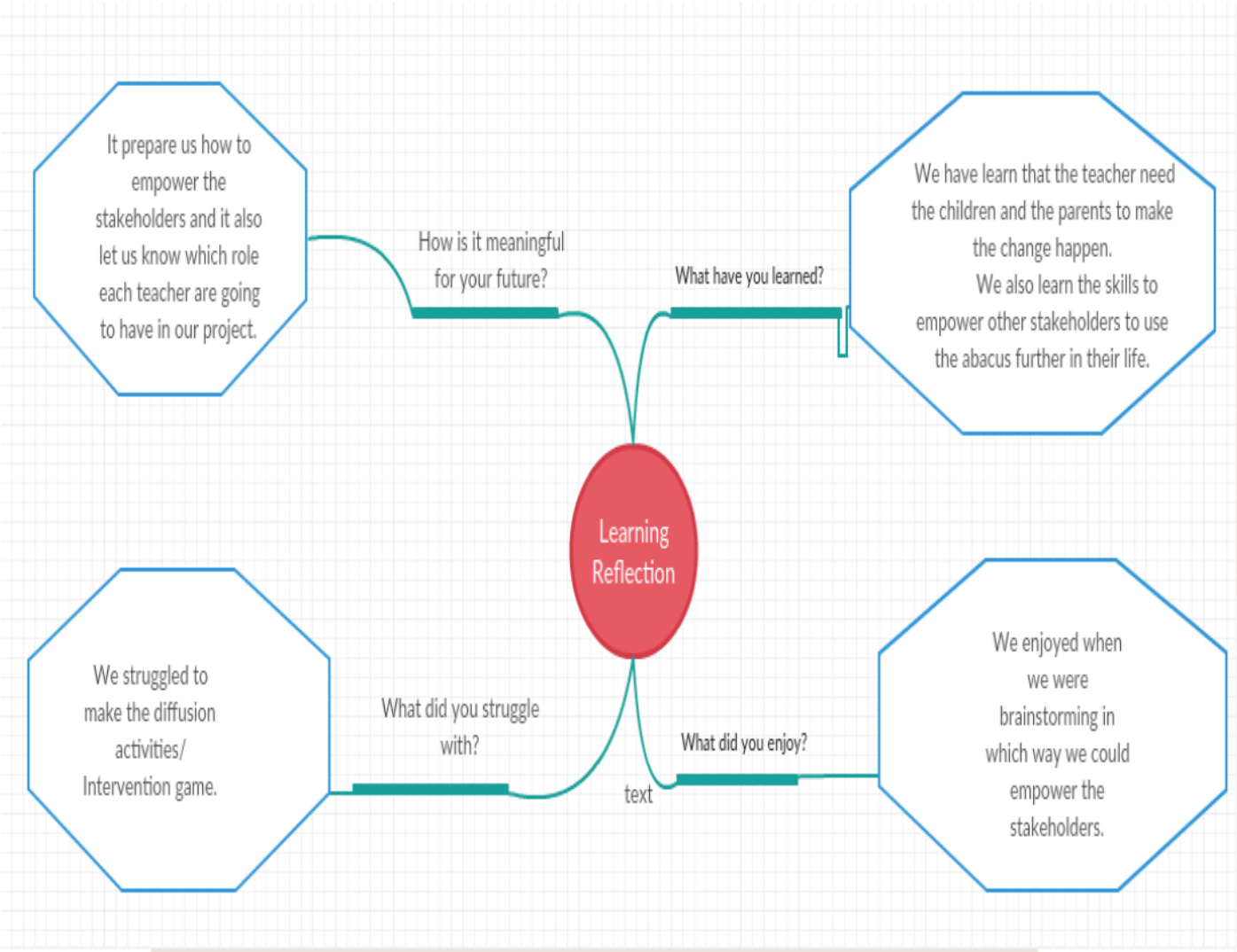
➔ **Prepare a schedule of Diffusion Activities/Interventions for all Adoption Phases with brief description of objectives for each.**

January-February= stakeholder interviews
March-July= implementation of the project

Peer Review Deliverables

- What other diffusion intervention(s) can you think of? What? Why? When? How?
- HERE INSERT YOUR SPECIFIC call for feedback. What exactly can your allies help you with? What would you like your peers to focus on?

Learning Reflection (e.g. paragraph, sketch note, or mind map)



SUBMITTED ASSIGNMENT:

#5 Communication and Collaboration Tools

Date submitted for peer review:

Deliverables for the Assignment #5

- ➔ **Create and submit links to 4 digital artefacts designed for your projects:**
- ➔ **1 live online presence for your project** :
  Facebook page
  .https://www.facebook.com/Abi-Stars-Suriname-964311150318700/

- ➔ **1 textual communication -**
  Email - nickyoungsters@gmail.com

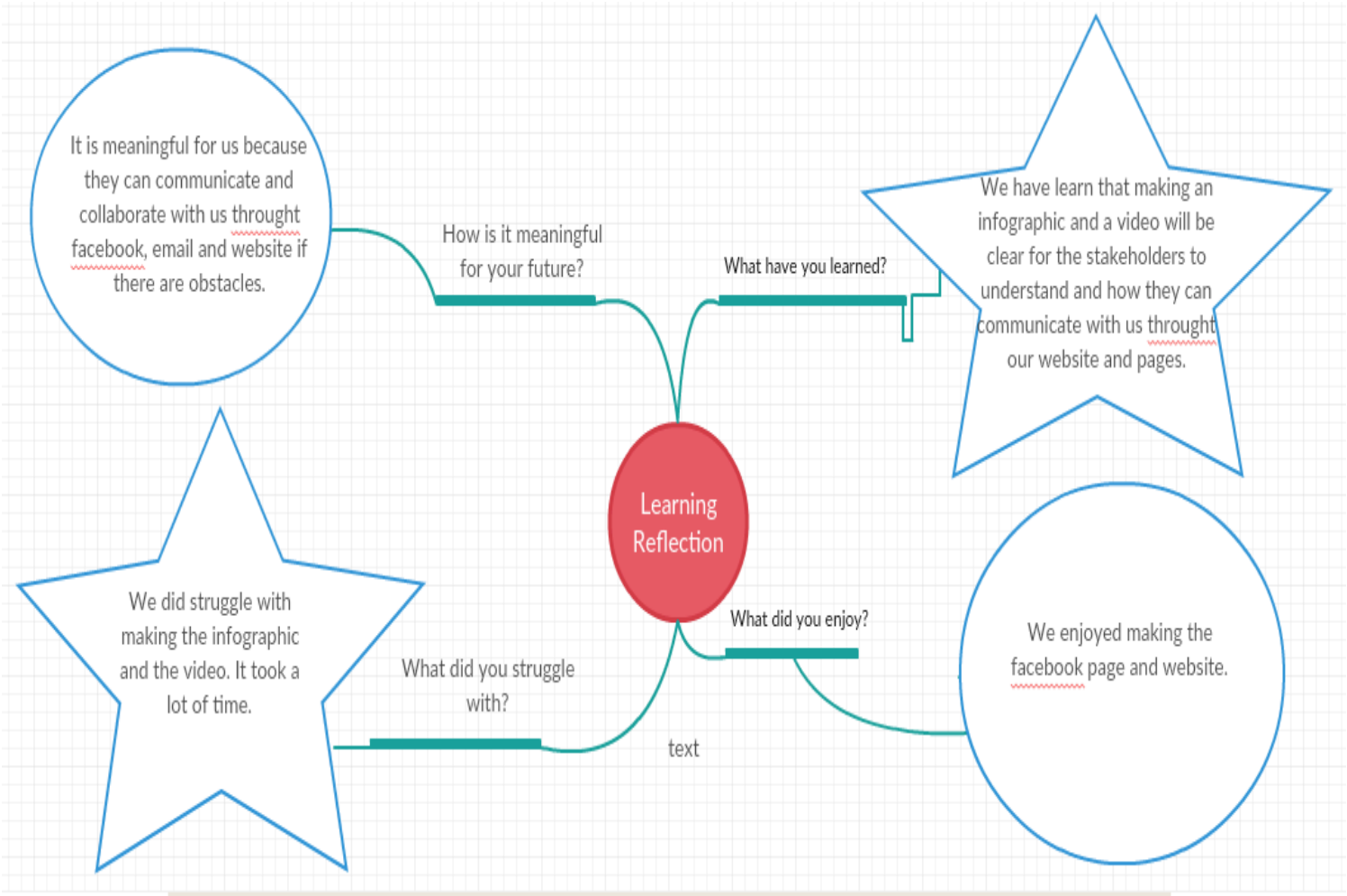
- ➔ **1 infographic for raising awareness of one (or more) of the following: the problem, the need or the opportunity or your solution**
  https://nickyoungsters.wixsite.com/mysite

- ➔ **1 free style - video, animation, audio, meme, comic strip, series of Tweets workshop.**
  https://www.youtube.com/watch?v=0hD5kqYZc-g

Peer Review Deliverables

- Let the authors know, how their communication pieces influenced you. For which of the
-
- Adoption Phases do you think each of the communication pieces or collaboration tools will be most effective?
- HERE INSERT YOUR SPECIFIC call for feedback. What exactly can your allies help you with? What would you like your peers to focus on?

Learning Reflection (e.g. paragraph, sketch note, or mind map)



SUBMITTED ASSIGNMENT:

#6 Dealing with Obstacles

Date submitted for peer review:

Deliverables for the Assignment #6

➔ **What objections and concerns can you expect from Stakeholders?**

1. If the stakeholders can understand using the abacus method.
2. It will take a longer time to understand the basic concepts for abacus math.
3. If the children will get the support of the parents.
4. The children can get confused between the methods they are taught in school before and the methodology adopted in abacus class.
5. If they are able to put extra time and effort in the abacus.

➔ **How will you deal with the objections and concerns? To find out an effective way to deal with diverse objections read or listen to the Buy-In: Saving Your Good Idea from Getting Shot Down by John P. Kotter and Lorne A. Whitehead**

1. Always respond in ways that are simple, straight forward.
2. Handled correctly
3. Show respect for everyone
4. Anticipate and prepare for attacks in advance.

What objective obstacles have you identified?

Strategies that people can use to try and attack an idea are:

1. Fear mongering
2. Death by delay
3. Confusion
4. Ridicule

And how will you deal with obstacles proposed in reviews?

-prepare for attacks
-let the attackers into the discussion
-keep your responses short, sharp and packed with common sense
-show respect to your attackers
-focus on winning the broader audience over to you thinking

➔ **What kind of Performance Dip can you expect?**

"We've been successful, why change?!"

What about this, and that, and that (etc.)?"

➔ **What can you do to make the dip short and shallow?**

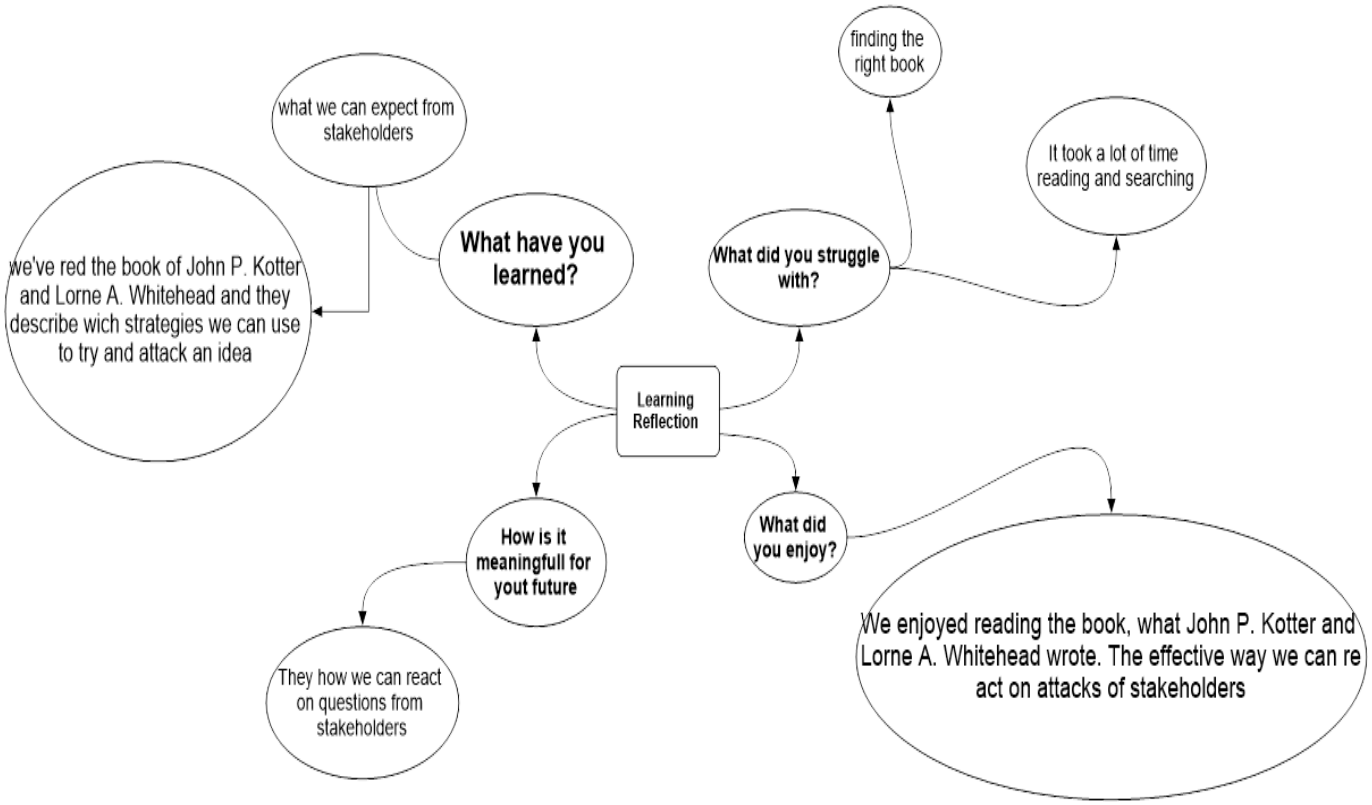
True, but surely we have all seen that those who fail to adapt eventually become extinct.
All good ideas, if they are new, raise dozens of questions that cannot be answered with certainty.

Peer Review Deliverables

- What other obstacles can you think of? Focus on performance issues in the implementation phase.
- HERE INSERT YOUR SPECIFIC call for feedback. What exactly can your allies help you with? What would you like your peers to focus on?

Learning Reflection (e.g. paragraph, sketch note, or mind map)

- What have you learned? How is it meaningful for your future? What did you struggle with? What did you enjoy?



SUBMITTED ASSIGNMENT:

#7 SMART goals, short term wins, resources, sustainability & scalability

Date submitted for peer review:

Deliverables for the Assignment #7

➔ What are your SMART goals?

- **Who?**
  Anyone who want to teach.
  Anyone who has no experience about the abacus.
  Children who wants to learn about the abacus.
- **What can be achieved?**
  Able to solve problem math in addition and substraction in the head and also mental arithmetic.
- **Can you tell when it is achieved?**
  About 6 months.

- **Measurable (what units? how many? or how often?)**
  What units?
  - Get to know number and place on the abacus to try.
  - Addition from number 1 to 100
  - Subtraction from number 1 to 100.
  - Friend number of addition for 5 and 10
  - Friend number of subtraction for 5 and 10

- **How many?**
  9 units

- **Or how often?**
  Each session typically last 80 minutes, including instruction, practice and a breaktime.
  Children are expected to spent 10 minutes a day on their homework.

- **Attainable (what can be challenged and what can be achieved)**

Problem solving and reasonable games and activities. It stimulate children's imaginations and challenge them to explain and apply their knowledge to solve problems

- **Relevant to your vision**

Empower our young generation with strong mathematics skills in a fun and unique way, to help them succeed in school and beyond life.

- **Time bound (when this will be achieved)**

It can be achieved in 6 to 7 months

➔ **What will be your short-term wins?**

- The abacus and the flascard will lead to better understanding and grasping power.
- The right brain leads to better creativity in which the children and can come with new idea, new things in a new way.
- The student with their enhanced skills feel better and more confident about them selves.
- The student can count easily in a faster way.

➔ **What will you do to make sure to deliver each of the short-term wins**?

- Use text book and work books for support their learning.
- Teaching with games using tablet to stimulate childrens imagination
- Use different web tools for the children from the internet
- Using the abacus handcraft

➔ **What do you need to do to make your innovation feasible for implementation?**

Computers, tablets, classroom, projector ,internet wifi and the math teacher.

➔ **What resources will be needed to sustain the initiative after implementation?**

The abacus handcraft, the teaching web tools on the internet

➔ **How can you sustain your project without costs?**

We are going to ask the handmade teacher to make the abacus handcraft of popsicle stick, beads, bbq sticks and hot glue.

We are going to ask companies to sponsor a few tablets.

➔ **What would it take to make your innovation scalable?**

We are going to organize a abacus contest between two different schools.
We will let the children compete with the other school

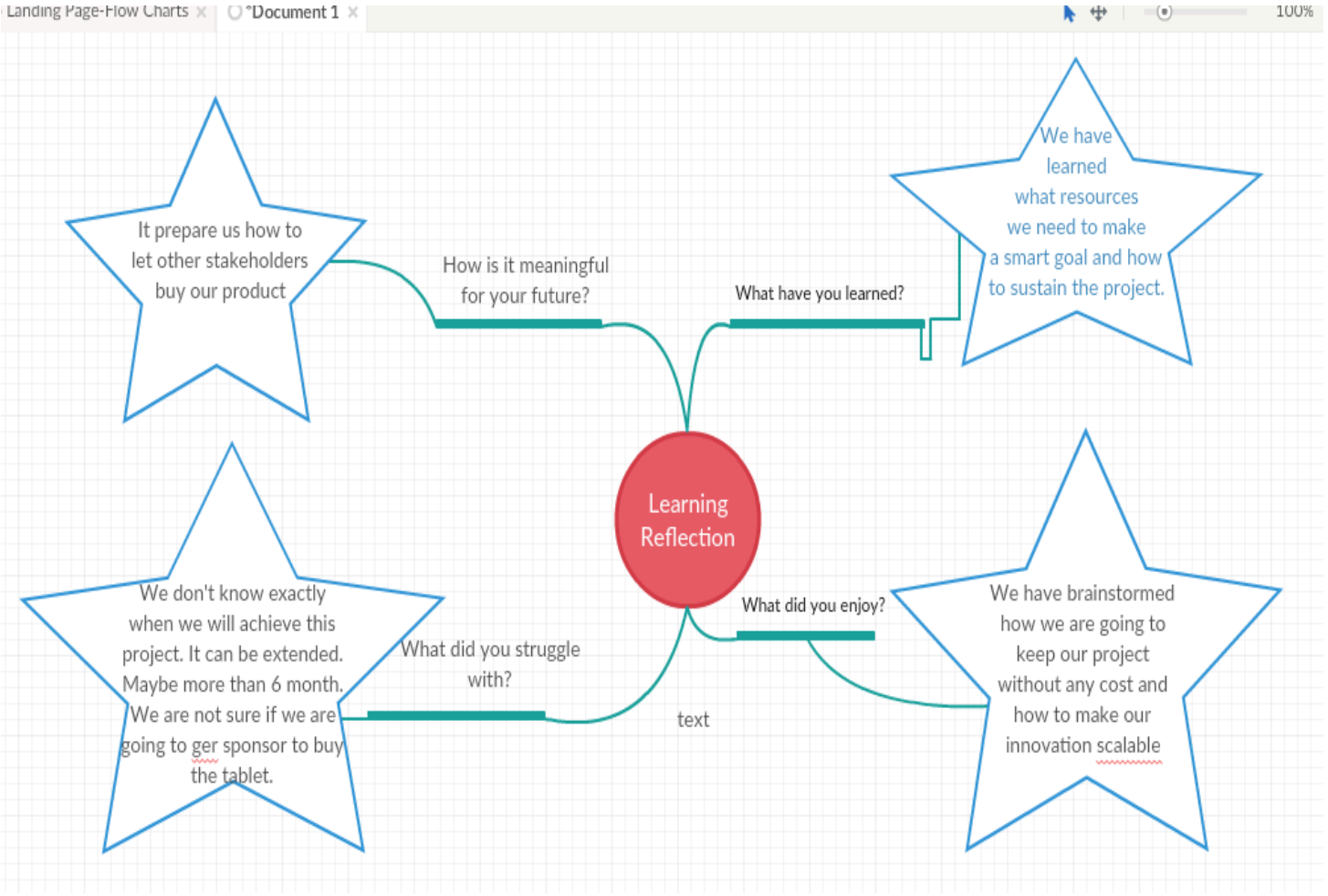
➔ **How will you ensure permanence (aka stickiness) of the new processes?**

1. By promoting our own website about the abacus and starting our own organization. An organization where by everyone can learn the abacus.
2. Promoting the abacus in different schools.

Peer Review Deliverables

- Your ideas can make a big difference here. What can you think of that could help with achievement of the goals and wins? What improvements or alternative ways to sustainability and scalability would you propose?
- HERE INSERT YOUR SPECIFIC call for feedback. What exactly can your allies help you with? What would you like your peers to focus on?

Learning Reflection (e.g. paragraph, sketch note, or mind map)



SUBMITTED ASSIGNMENT:

#8 Storytelling

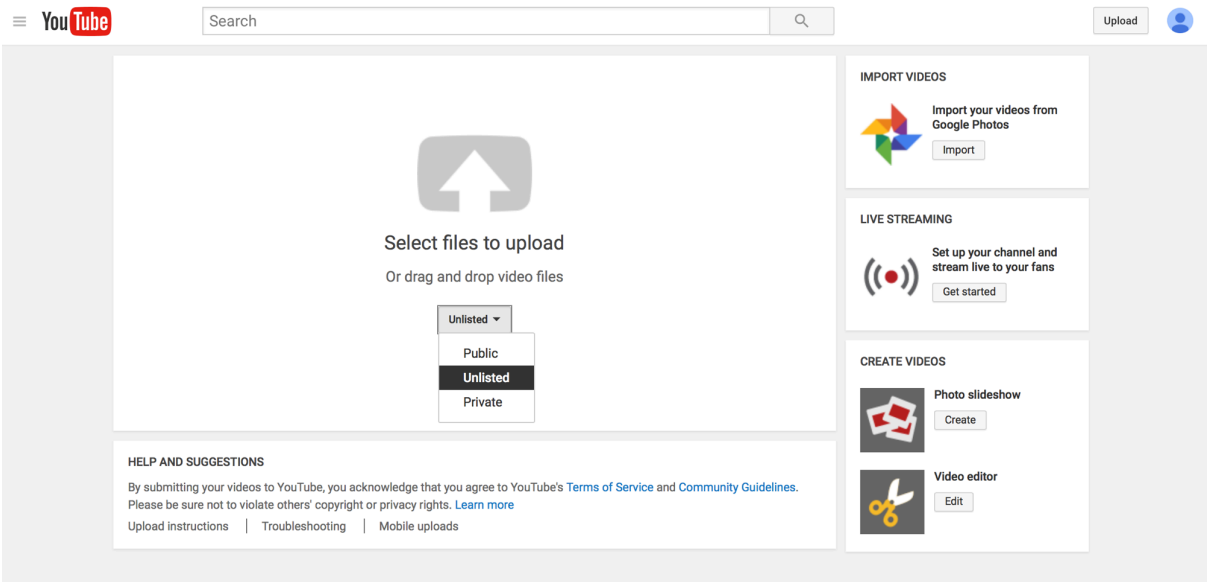
Date submitted for peer review:

Deliverables for the Assignment #8

- ➔ Tell the story of your project.

https://www.youtube.com/watch?v=8O85NuPUYuo&t=11s

- ➔ Co-create a 10’ - 20’ animation or video collage or screen cast documenting your project, covering all important facts, key moments and findings of your collaborative inquiry. And of course a final reflection of your learning experience :-)
- ➔ UPLOAD the video on YouTube.com AS UNLISTED and sumbit LINK here (and later in CoCoCrit for facilitation of the viewing IN B30). Under your link you can write any comments you might find useful.



- ➔ The cohort will watch all videos during last in-person session of the Module in order to provide feedback. After this you can still make improvements before the assignment will be graded.

➔ We will play Bingo (using the http://myfreebingocards.com/bingo-card-generator) while watching your video and this is a sample Bingo card. **How will you make sure the Bingo players can get multiple bingos?**

EduChange Project Bingo

root cause of the problem	brainstorming	impact	complexity	interventions
feedback	key stakeholder	scale / scaling	innovation	collaboration
solution	consequences	stakeholder	adoption	sustainability
design	KPIs - Key performance indicators	identification	we have learned	experts
decision maker	co-create	relative advantage	implementation	spread / diffusion

myfreebingocards.com

For your Storytelling, you can use any tool or app you prefer. In case you have no experience with video production yet, you might want to explore some of these tools:

Animation:
https://www.powtoon.com
http://www.videoscribe.co

Video Editing Apps:
iMovie
Capture

Screencast recording:
http://screencast-o-matic.com/home

Peer Review Deliverables

- What are the highlights of the video? Can you understand the innovation project after watching the video? What is missing? What would help to clarify things for you?
- HERE INSERT YOUR SPECIFIC call for feedback. What exactly can your allies help you with? What would you like your peers to focus on?

Learning Reflection (e.g. paragraph, sketch note, or mind map)

- What have you learned? We have learned how to make the buy-inn bingo game .
- How is it meaningful for your future? It helps us to get prepared for a project or presentation
- What did you struggle with? Giving correct feedback
- What did you enjoy? We have enjoyed making the presentation. We tried to use most of the words in the presentation.

SUBMITTED ASSIGNMENT:

ROLE PLAY "PRESENTATION FOR BUY-IN"

Presentation Role play : https://youtu.be/umt-TnRtw08

EDUCHANGE ROLE PLAY - APPLICATION OF 24 COMMON ATTACKS ON INNOVATION PROPOSALS - OBSERVATION SHEET FOR PARTICIPANTS:

Mark with an X or (recommended) write a direct quote if this concern/attack was expressed during the role play. If this concern was successfully dealt with - draw a circle around your note. If you need to further work on a suitable response this particular 'attack' - Put a ? and get back to it after the activity.	Role 1: Principal	Role 2: Teacher	Role 3: Inspection of the primary school
1. We've been successful; why change?		X	
2. Money (or some other problem a proposal does not address) is the only real issue.	X		
3. You exaggerate the problem.	X		
4. You're implying that we've been failing!		X	
5. What's the hidden agenda here?			X
6. What about this, and that, and this, and that . . .?			
7. Your proposal goes too far/doesn't go far enough.	X		
8. You have a chicken-and-egg problem.			
9. Sounds like [something most people dislike] to me!			

10. You're abandoning our core values.			X
11. It's too simplistic to work.		X	
12. No one else does this.			X
13. You can't have it both ways.			

14. Aha! You can't deny this! ("This" being a scary thing that the attackers kept secret until just the right moment.)			
15. To generate this many questions and concerns, the idea has to be flawed.			
16. We tried that before—didn't work.			
17. It's too difficult to understand.	**X**		
18. Good idea, but this is not the right time.			
19. It's just too much work to do this.		**X**	
20. It won't work here; we're different!			
21. It puts us on a slippery slope.			
22. We can't afford this.			
23. You'll never convince enough people.			
24. We're simply not equipped to do this.			**X**

Date Role Play Session: Paramaribo 06.12.16; Nickerie 10.12.16 TBC

Deliverables for the Role Play Presentation for Buy-In

- ➔ Presentations are often perceived as a Diffusion Activity with the aim to raise awareness and curiosity among the target community. In EduChange, we will practice a ROUND TABLE DISCUSSION, during which you will present your Project in front of a small assembly of stakeholders - other students role-playing relevant stakeholders - teachers, administrators, parents, students, media representatives, employers or industry representatives, experts etc.

- ➔ The goal of the presentation and following debate is to gain Buy-in from your stakeholders. You should prepare to deal with their reactions based on the Buy-in publication by John Kotter.

Peer Review Deliverables

- Peers deliver thoughtful feedback on presentation, ask clarifying questions, express their concerns and offer suggestions for improvements
- HERE INSERT YOUR SPECIFIC call for feedback. What exactly can your allies help you with? What would you like your peers to focus on?

Learning Reflection (e.g. paragraph, sketch note, or mind map)

- What have you learned? We have learned how to make the role play presentation for buy-in.
- How is it meaningful for your future? It'll help us to do more projects in the future
- What did you struggle with? Making the presentation in such a way that it will clear
- What did you enjoy? working together for the presentation and presenting.

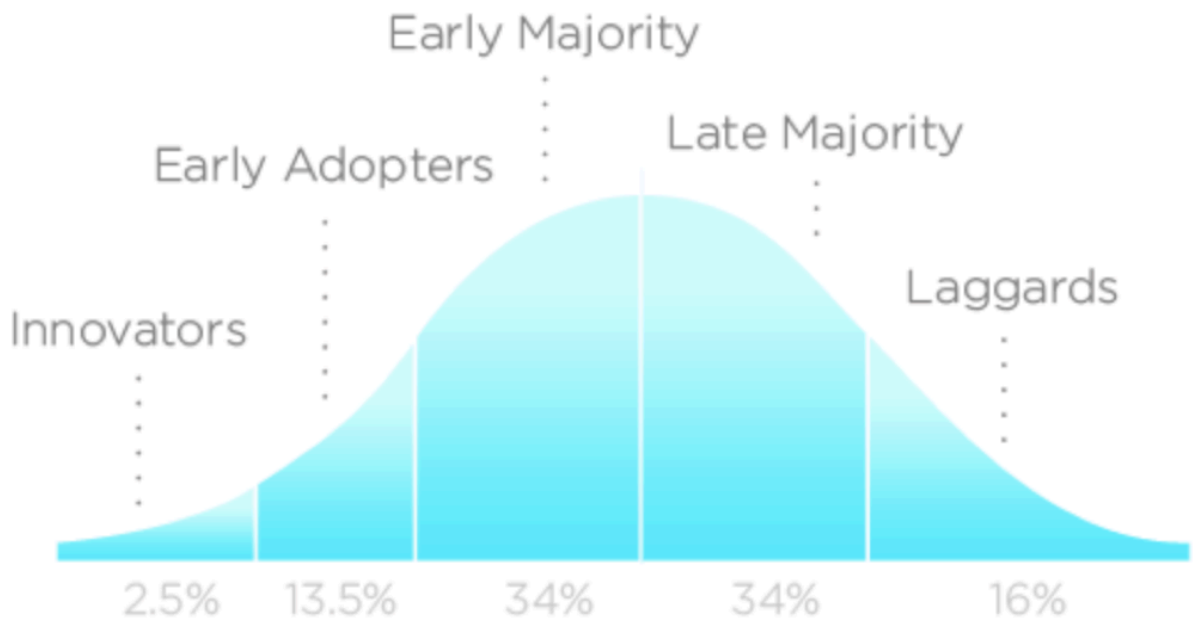
SUBMITTED ASSIGNMENT:

Glossary - please feel welcome to edit the glossary to fit the needs of your team & project

Adoption Curve

Adoption curve is a model explaining speed of adoption of an innovation. See short video https://youtu.be/9QnfWhtujPA

Adopter Types



Innovators

Venturesome; although they make up a very small part of the total market, innovators play a very important role. They are interested in anything new, and are quick to adopt new and innovative products

Early adopters

Young and restless; early adopters are opinion leaders. They pay attention to what the innovators have discovered and find a practical use for the innovation. They then communicate to their followers the usefulness of the new product. They play a very important role by influencing the attitude and changing the behavior of the later adopters.

Early majority

Value shoppers; the early majority carefully observe the early adopters, but wait to adopt innovative products until they are sure they will get value from them. The early majority will only adopt a new product if they are sure the new product will provide usefulness to their lives - and not be a waste of their time and money.

Late majority

Skeptics; the late majority wait until an innovation has been accepted by a majority of consumers and the price has dropped to adopt the new product. The late majority typically adopt innovative products because they feel as if everyone else is doing it.

Laggards

Traditionalists; laggards are the very last group to adopt a new product. Laggards are content with what they have, and they adopt new products unenthusiastically and only because they feel as if they have to.

Autonomy

A degree of freedom and discretion to make own decisions.

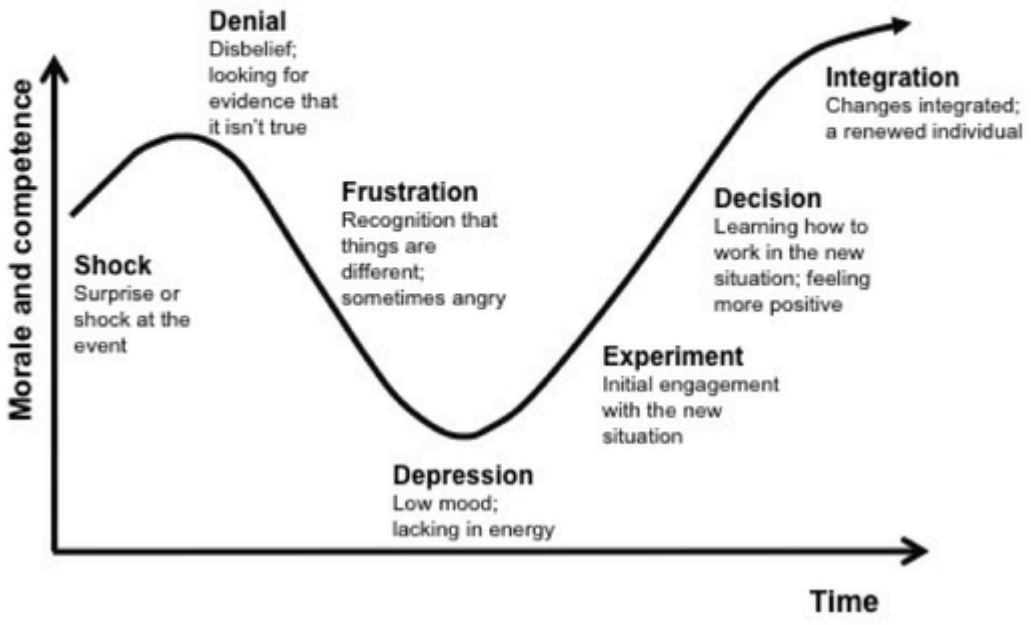
Buy-in

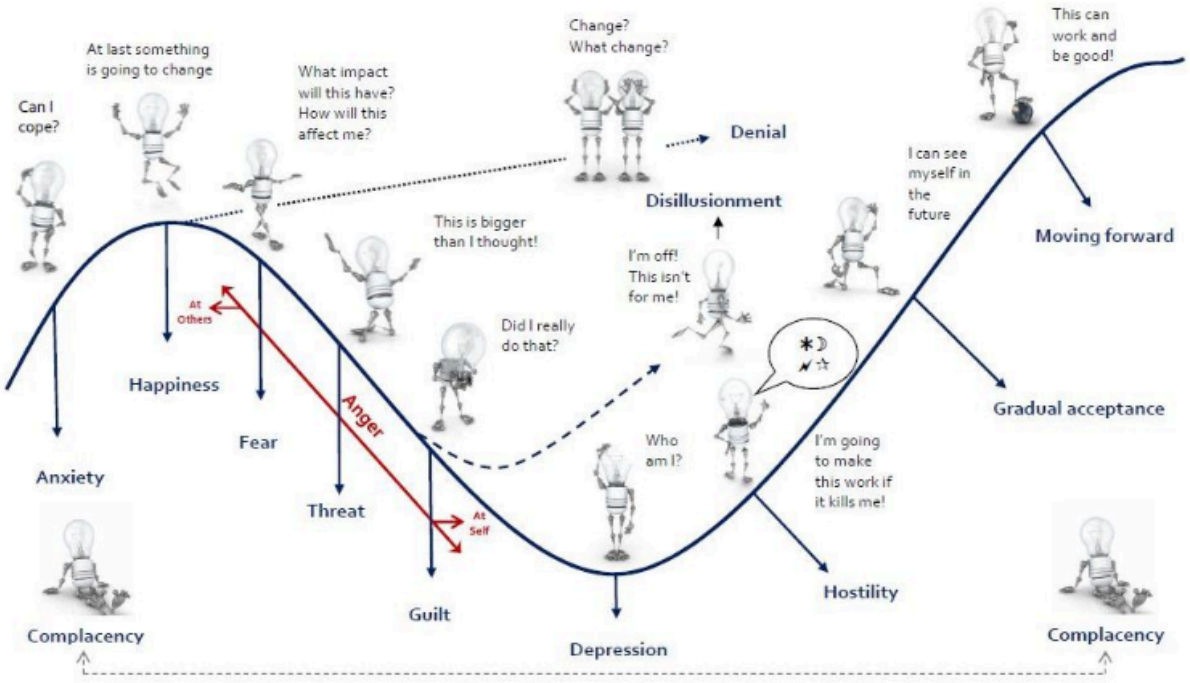
A stakeholders' commitment to / an agreement with / support of the innovation project.

Change Curve

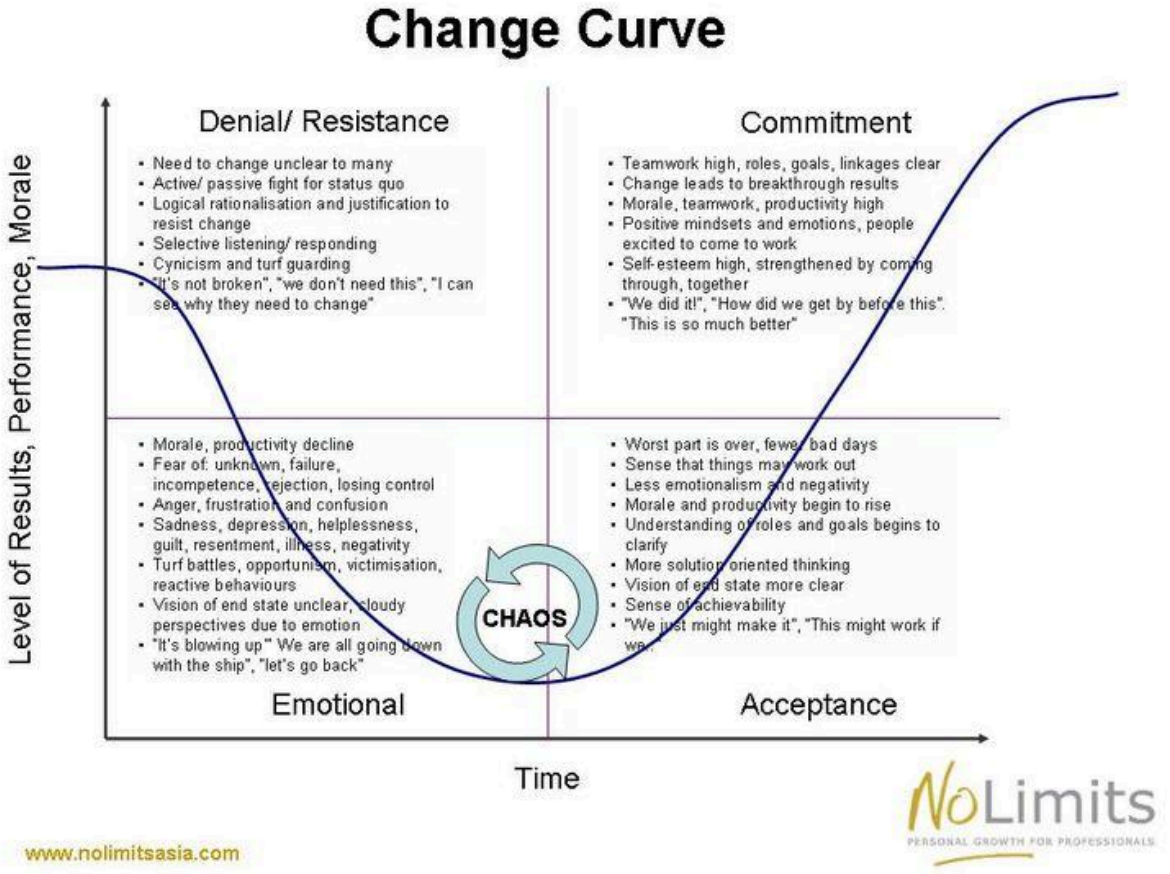
The Change Curve is based on a model developed by Elisabeth Kubler-Ross to explain process of grieving. The curve also describes the reaction of an individual or an organisation to any dramatic life changing situation. For this reason, it has been widely utilized in change management - to help us understand reactions to significant change.
We analyse the curve and prepare to support stakeholders during all phases - from engagement/announcement through implementation till integration and subsequent diffusion.

The Kübler-Ross change curve





Personal Transition Through Change J M Fisher 1999 / 2012



Champion

Person who voluntarily takes extraordinary interest in the adoption, implementation, and success of a cause, policy, program, project, or product. Sometimes Champions are called Advocates, Evangelists or Activist.

Comfort Zone

The comfort zone is a psychological state in which a person feels competent, at ease, in control and experiences low anxiety and stress.

Diffusion of innovations

Diffusion of innovations is a theory that seeks to explain how, why, and at what rate new ideas and technology spread.
See a TEDx Talk How to get your ideas to spread by Seth Godin
https://youtu.be/xBIVIM435Zg

Diffusion Interventions/Diffusion Activities

Please fill in examples from the DSG and your own brainstorms
…..
…..
…..

"The main criterion for judging the relative success of diffusion interventions is usually the ***rate of adoption*** *of an innovation that they achieve. In some cases, however, this measure of change agency effectiveness needs to be seriously questioned. The* ***quality of adoption decisions*** *resulting from a diffusion campaign may be more important than just the number of adoptions achieved."*

Flipped Classroom

Flipped classroom is an instructional strategy and a type of blended learning that reverses the traditional format by delivering content online outside of the classroom, while learning activities are facilitated during classroom sessions.

INFOGRAPHIC

An infographic is a diffusion intervetion suitable for early stages of adoption process - raising awareness (about problem or available solution) and triggering interest of adopters.

This is a link festival provided in the Design and Make Infographics (Project-Centered Course) by Michigan State University

https://www.coursera.org/learn/infographic-design/supplement/HZqRY/great-sites-for-making-infographics-online-with-reviews-tutorials

- *The website, Cool Infographics,* has a great list of online infographics communities to inspire you and share work
- At this link, *Cool Infographics* reviews five of the softwares below: Visme, Canva, Easel.ly, Piktochart and Infogr.am.

CHECK OUT THESE POPULAR SOFTWARES FOR MAKING INFOGRAPHICS. The text with each one is promo from their website, not from me. Most have free and paid options as well as great tutorials.
Canva: Good for laying out infographics and designing a whole bunch of other things (review by PC magazine). Here are their tutorials.

Datavisual makes it easy to create stunning data visualizations. Our intuitive web-based interface offers pre-designed templates that anyone can use while giving design teams the power to rev up workflow and quickly output large volumes of custom data graphics (review by Alleywatch). Sign up for tutorials at link.
Easel.ly is a website that features thousands of free infographic templates and design objects which users can customize to create and share their visual ideas online (review by Adweek). Here are their tutorials.
Infogra.am Create and publish beautiful visualizations of your data. Interactive, responsive and engaging (review by MakeUseOf). Here are their tutorials.
Lyra: Lyra is an interactive environment that enables custom visualization design without writing any code (review by Chris Pudney). Here is a tutorial by Jim Vallandingham.
Piktochart: Take your visual communication to the next level, without hiring a professional designer (review by Jason Slater). Here are their tutorials.
Plotly: Create and share charts, datasets, and dashboards online (review by Visually). Here are their tutorials.
Tableau Public is a free service that lets anyone publish interactive maps and charts to the web (using spreadsheet data). Once on the web, anyone can interact with the data, download it, or create their own visualizations of it. No programming skills are required. (Review by TrustRadius). Here are their tutorials (they're for the paid version, which offers more features than the public version I linked to, but they're very helpful.)
Visme is a simple tool to translate your ideas into engaging content in the form of infographics (other things listed) in order to tell better stories and translate boring data into beautiful visual content right in your browser (review by EdShelf). Here are their tutorials.

Key Stakeholder

A decision maker and/or a stakeholder so important, that lack of their support could cause the project to fail.

Key Performance Indicator

A performance indicator or key performance indicator (KPI) is a type of performance measurement. KPIs evaluate the success of an organization or of a particular activity in which it engages. Often success is simply the repeated, periodic achievement of some levels of operational goal (e.g. zero defects, 10/10 customer satisfaction, etc.), and sometimes success is defined in terms of making progress toward strategic goals.

Marginal Stakeholder

This group of stakeholders are important for the project implementation, but has little influence on it. The effects of a change impact them slightly and there are not of the importance or the project.

Performance Dip

Phenomenon often observed after the implementation of an innovation. The organization/unit/person adopting a new system/process/product usually experiences a decrease in performance immediately following implementation. Length and depth of the dip should be minimized, aiming for improved performance asap. The performance dip is often caused by unforeseen gaps in process integration within existing systems and competency gaps.

Policy

The set of basic principles and associated guidelines, formulated and enforced by the governing body of an organization, to direct and limit its actions in pursuit of long-term goals.

Primary Stakeholder

People who need to make change happen by changing their own behaviour, attitude, process of works etc.

Secondary Stakeholder

Recipients or **beneficiaries** of the change/innovation.

Stakeholder Analysis

The process starting with identification of stakeholders and hypothesis regarding impact, needs and interests. Main part of stakeholder analysis is the interaction with stakeholders - ethnography, intervirews, focus groups, surveys, workshops, etc.

Stakeholder

A person / a group of individuals / an organization who will be in some way impacted by the proposed change (both inside and outside the education system in question). Stakeholder is anyone who has a personal, professional, financial or civic interest or concern in maintaining or changing the status quo.

SMART GOAL

Effective goal setting is an important part of change management and innovation.

SMART is and acronym based on desirable goal qualities:

Specific (who? what exactly will be achieved? can you tell when it is achieved?)
Measurable (what units? how many? or how often?)
Attainable (can be challenging, but possible to achieve)
Relevant (to your vision)
Time bound (when will this be achieved?)

Vision

An aspiration, a description of what an outcome of a project will look like. Vision describes accomplishment of the mid-term or long-term goals.

OTHER UNCLEAR TERMS

If you have not found a word you are looking for, try Wikipedia.org or google.com or explore the GLOSSARY OF EDUCATION REFORM http://edglossary.org