



STEM Teaching, Learning & Student Support:

An Exercise in Conceiving & Mapping
Transformative Change



Framing questions:

- What is **normative** in our classrooms, our student support systems, our infrastructure, our teaching?
- What could “**non-normative**” look like in the context of envisioning transformative change?
- How do we ... vision | create | steward **transformative change**, at the individual, institutional, regional, and national levels?
- What actions will count as evidence of engagement in **transformative change**? What would *signal progress* and impact if transformative change was occurring in our STEM teaching, learning, and student support?

(45 mins) Ideate & Develop: In groups,

1. Discuss the framing questions and
2. Propose one or more measures that could arguably serve as evidence for engagement in transformative change.

TIP: Aim to be specific rather than generic; think of what would be viable today, given current university assets.

(30 mins) Present: Two pre-selected groups will present to a review panel,

1. Sketching their perspective for transformative change for STEM teaching, learning, and student support, then
2. Describing 1-3 measures that could arguably serve as evidence for engagement in transformative change.

(45 mins) Peer Review: A review panel will offer remarks on

1. The perspectives presented and
2. The viability of the measures relatively to undertaking transformative change today, in the context of our institutional assets and realities.

The audience may also engage in discussion once the panelists have offered their response.