Supporting EL6001 English for EDICT Three Tutors Implementing Quality Matters' Eight Standards through Change Management Techniques

Ms Ranya Alesh [1] and Dr Fatima Wali [2]

[1] *EDICT Faculty, Bahrain Polytechnic, Isa Town, Kingdom of Bahrain*
[2] *EDICT Faculty, Bahrain Polytechnic, Isa Town, Kingdom of Bahrain*

Abstract: Change management techniques are tools that can help tutors in implementing the eight standards of Quality Matters [QM] in courses. The QM Rubric and process have established the importance of a variety of features in constituting a quality online course and the importance of quality course design as a component of a quality online course. Many motives drive the implementation of QM tools, resources, and processes based on the institution's steps towards excellence and improvement of existing courses for online and blended delivery.

This research project aimed to measure the effectiveness of change management techniques as a guiding framework in the implementation of the Quality Matters' eight standards at Bahrain Polytechnic in a quest to improve the quality of the teaching and learning environment. The research has examined the level of engagement and effectiveness of Lewin's three-step Change Model before and after the implementation of the Quality Matters' eight standards. The findings of the research project have clearly shown resistance to change due to factors such as lack of knowledge of QM, misunderstanding of the reasons for change, lack of resources, and lack of management support

Keywords: Quality Matters' Eight Standards, Kurt Lewin's three-step Change Model, Resistance, Resistance to Change, Support to Change, Reaction to Change

1. INTRODUCTION

Bahrain Polytechnic has moved to online delivery during the COVID-19 pandemic. This mode of delivery has necessitated the adoption of new standards in order to maintain the quality of service. The Polytechnic has recently become a member of Quality Matters (QM Rubrics & Standards, 1997) which is a world leader in online and blended learning. Quality Matters is a continuous improvement model for assuring the quality of online courses through changes to procedures for a faculty review process that furnishes rubrics for online and hybrid courses (Naim, 2021). The QM Framework, which is

internationally certified, if applied in any module or course development, adaptation, and review, would guarantee that the module or course (i.e., a course in the Bahrain Polytechnic context) has robust learning materials, assessment methods aligned with course learning outcomes in an online or blended learning environment.

As a result of adopting QM's eight standards and the institutional initiative towards applying online and/or blended modes of delivery, a number of courses were piloted to evaluate whether they could meet QM standards and be internationally certified after completing the piloted work, making changes, and reviewing recommendations. The English for EDICT Three team in

the Faculty of Engineering, Design, and Information Technology (EDICT) participated in revamping the course teaching and learning materials and remodelling the course design during Semester 1 (2021–2022) to suit the new mode of online/blended delivery. Each tutor in the team was responsible for amending and modifying at least two modules (units) to meet the QM eight standards and make available interactive content suitable for hybrid teaching.

2.   LITERATURE REVIEW

Quality Matters [QM] introduction is said to lead to "prioritising external reporting and other requirements and being less integrated and linked to the core institutional activity in teaching and learning" (Stensaker, Hovdhaugen, & Peter, 2019). The main reason for the resistance was increasing bureaucracy, other than adding value to teachers and students in their educational learning and teaching environment. Therefore, negative consequences can be an apparent outcome of such enforcement of QM Standards, and less freedom will be anticipated. Resistance to QM implementation will then be identified as a factor contributing to the slow implementation of any introduced change(s) or the failure of an institute's entire initiative. This highlights the importance of the identification of resistance types, whether blind, political, or ideological (Yilmaz & Kılıçoğlu, 2013) and how to overcome such resistance. The research project has located resistance due to contributing factors such as lack of knowledge, misunderstanding of the reasons for change, lack of resources, and lack of management support.

A. *Causes of change resistance (e.g., change process, change impact, staff characteristics, organisation context)*

Many researchers, such as Devos, Buelens and Bouckenooghe (2007), believed that the reason for an organisation's failure to accomplish a change initiative was underestimating the influence of change on the individual (Yilmaz & Kılıçoğlu, 2013). Therefore, for any successful change implementation, it is necessary to understand people's perceptions towards change; some may consider change with a lower tolerance, other members may embrace initiatives quickly and move forward while others fight the changes (Yilmaz & Kılıçoğlu, 2013). To understand the logic behind resistance to change, it is necessary to consider the kind of resistance, namely, being

blind, political, or ideological. Blind resistance is reacting defensively to change, as individuals are not used to the idea of change since it is unknown and discomforting to them. Political resistance appears when individuals believe that they will lose something of value when implementing the change; they may, for example, lose their authority, power, position, role, status, etc. Ideological change, however, is usually developed by intellectually honest people when they believe that the changes are ill-timed, will not work, or will cause more damage than improvement (Yilmaz & Kılıçoğlu, 2013). Some common reasons for resistance to change within organisations include interference with needs fulfilment, selective perception, habit, inconvenience or loss of freedom, economic implications, security in the past, fear of the unknown, threats to power or influence, knowledge and skill obsolescence, organisational structure, and limited resources (ibid). International research by McKinsey shows that 70% of corporate transformations fail. Thirty-nine percent of failures are explained by the resistance of employees to changes, 33% by the lack of support for changes from the managers, and only 14% by inadequate resources and other reasons (Bekmukhambetova, 2021).

According to Dehler and Walsh (1994), "the more profound the changes, the greater the resistance to change will be." However, there are potential levers that can facilitate the change, no matter how profound the change may be, and thereby reduce resistance. This depends a lot on whether this is managed suitably: a lever for change could become an obstacle to change. In higher education, there are two main types of resistance to change: active and passive. Active resistance to change refers to arguing, ridiculing, blaming, distorting, tracking, sabotaging, threatening, intimidating, blocking, and rationalising while passive resistance to change refers to ignoring, non-participation, procrastinating, not implementing, mishandling, withholding, pretending, and avoiding (Ingbretsen, 2008). The two types of active and passive resistance were identified in the research project through the participants' sense of lack of belonging and fear of the consequences of change, as well as the feeling of worry when decisions are made.

Kotter and Schlesinger (2018) suggested six change approaches as techniques to overcome resistance to change, which are education and communication, participation and involvement, facilitation and support,

negotiation and agreement, manipulation and co-optation, and explicit and implicit coercion. All six categories have their own timeframe for practice, advantages, and disadvantages. Yet, as managers, it is important to remember that there are multiple approaches to overcome change as part of the initiative to implement any introduced change (Silva, Magano, Matos, & Nogueira, 2021). Lewin (1945), a pioneer of change management, summarized his Change Model in three steps, namely preparing for change, making the change, and normalizing the change (i.e., unfreeze, change, freeze). Lewin's Change Model describes the change in three stages: (unfreezing, changing or transition, and freezing or refreezing). Stage one, which is the unfreezing stage, involves understanding that the change is necessary by getting away from one's comfort zone. This stage is all about preparing ourselves and/or others before the change. In other words, the first stage involves moving ourselves and/or others towards motivation for change. The second stage is the change or transition that occurs when making the required changes. This stage is usually the most difficult as people are unsure or even fearful. People must be given sufficient time to learn about and understand how the change(s) will affect them. In this second stage, support is particularly important in terms of training, coaching, and communicating a clear picture of where the organisation is heading as well as the benefits of change. The third stage is freezing or refreezing, where stability is established once the changes are made. At this stage, the changes are accepted and become the new norm, but the desired change needs to be reinforced, accepted and maintained into the future. Without the freezing stage, the desired change might not continue or might be lost (Connelly, 2020). In other words, the desire to unfreeze the current status quo, implement the necessary changes, and then solidify the new ways of working will become the new norm.

B. Reactions toward change

Scholars (e.g., Kotter & Cohen, 2012; Herold and Fedo, 2008) estimate that between 70% and 80% of organisational change initiatives fail. Jones et al. (2008) also claim that a key factor in failure rates is employees' resistance to change. The human factor, including the change in recipients' attitudes, behaviours, and responses, has been specified as the main reason for such a failure (Wang & Kebede, 2020). This was clearly anticipated when looking at the findings of the research project.

Reactions towards changes have been classified as compliant behaviours or non-compliant behaviours. Compliant behaviour is shown by obedience or ownership of changes. The former includes conformity, scepticism, surrendering, and acceptance, whereas ownership includes commitment, enthusiasm, belief, and support. On the other hand, non-compliant behaviours are shown through either inactivity or opposition. Inactivity includes apathy, passivity, procrastination, and busy work; while opposition includes resistance, obstruction, disobedience, and conflict (Koller & Fenwick, 2013).

C. Consequences (personal and professional)

Schein (1992) addresses the three stages of change in Lewin's Change Model and describes how to unfreeze an organisation, move it from its current condition to a future state, and then freeze the changes. He suggests that to get unfrozen at work and for staff in the organisation to accept it, they must feel compelled to change by being dissatisfied with the current situation or status quo. Then, when the need for change and the intended change are presented, people will notice the disparity between what exists and what is sought, as well as what will exist. People will be motivated to close the gap due to guilt and/or anxiety. People must also feel psychologically protected to make the necessary changes. This was exactly what the participants of the research project believed the changes should bring them. They must be certain that they will be able to move. In other words, they will not be humiliated, punished, or lose their self-esteem if they change (Schein, 1992). Stage Three, Refreezing, is divided into two elements by Schein (1992), namely, self and relationships with others. People should personally make the modified method or new model of doing things a comfortable part of their respective self-concepts for changes to be permanent. Similarly, the personal reflection exhibits very clearly the same view where the new model of doing things, i.e., QM 8 standards implementation, is becoming their comfort zone. People should also ensure that their views and conduct are coordinated with the system and their interpersonal interactions, both of which should be "frozen," i.e., permanently altered (Pryor, Taneja, Humphreys, Anderson, & Singleton, 2008).

3. RESEARCH QUESTION

The research project addressed the following questions:

How can English for EDICT Three (EL6001) tutors be supported by the Quality Coordinator in implementing Quality Matters' eight standards using change management techniques?

What kind of manifest to implementation of QM eight Standards?

How effective are the new change management techniques in getting less resistance to change by tutors?

How do tutors receive English for EDICT Three (EL6001) before and after introducing the change management techniques?

4. METHODOLOGY

Geoffrey E. Mills states, "Action research has the potential to be a powerful agent of educational change" (Luo, 2008). This is because conducting action research involves a full cycle of problem identification, thinking of ways to tackle problems, making changes, evaluating the changes, making modifications if needed, and then disseminating the findings for future improvements (i.e., a full cycle of planning, change implementation, and review). This can help in developing teachers' and administrators' professional attitudes to embrace action, progress, and reform rather than stability and mediocrity (Luo, 2008). Action research is defined as "learning by doing"; a group of people identifies a problem, does something to resolve it, sees how successful their efforts were, and, if not satisfied, tries again (Ho, 2021). Thus, action research is an attempt to reflect on educational contexts, pose questions, think, and then act to introduce improvements. This way of thinking through "learning by doing," or so-called "experimental learning," is active as opposed to passive learning (ibid). Learning by doing will provide deeper learning where it is acceptable to make mistakes as long as you learn from these mistakes as you go.

5. PARTICIPANTS AND CONTEXT

The research project was conducted at Bahrain Polytechnic, Faculty of EDICT for an EDICT English course. The participants of the research were six staff members, including a manager with a teaching role, four teaching members, and one administrative staff member.

Three of the participants were teaching EL6001 English for EDICT Three while the other two participants were teaching other English courses. Only one of the participants has completed QM-certified courses. In terms of the familiarity with the pilot work in EL6001, only three participants had the knowledge as well as their involvement in implementing QM 8 Standards in teaching the course. The same three participants stated they were either part of the teaching or reviewing the completed work.

The researcher was also a member of the teaching staff and a member of the faculty. Participants were selected since they were in the EDICT English team. All participants have agreed to take the questionnaire and the reflection after reading the ethical statement in the provided materials (See Questionnaire-Appendix 1). The researcher was aware that interaction with a human sample would usually have some ethical implications. It was important to establish trust with the research participants and participants. This was achieved by: ensuring anonymity and confidentiality for all participants; carefully explaining the research process and how the data were presented and providing as much information on the research project and its aims and objectives without influencing responses.

Data Collection

The data was collected from a questionnaire and a reflective essay. The first was a pre-attitude (pre-intervention) questionnaire, which was made up of 54 questions (ranging between Yes/No, short answer, long answer, multiple-choice, and rating scale) (See Appendix 1). The first 1–34 questions were around the QM initiative in the pilot course EL6001 while questions 35–54 were around the theme of changes in organisations with reference to Lewin's change management model. The pre-attitude (pre-intervention) questionnaire link was emailed to all participants with the aim of identifying the level(s) and type(s) of resistance to changes—particularly in implementing QM 8 standards in EL6001—if any. After collating the responses to the pre-attitude (pre-intervention) questionnaire, a couple of interventions were implemented in the form of an email and a presentation by the researcher (See Appendix 2).

The aims of the interventions were:

1. to get participants familiar with the QM 8 standards and reasons for the implemented changes in EL6001 in alignment with the institutional QM initiative.

2. to assess a selected change management model (i.e., Lewin's 3-Step Model) and measure the effectiveness of the same model in preparing for the change, implementing the change, and then integrating the change into the normal way of doing things.

After implementing the interventions, a reflection link (See Appendix 3) was sent to the participants to complete. The aim of the reflection was to identify how the participants build their individual capacity towards changes and adaptability for effective implementation and to advise on whether extra support by the researcher in implementing the changes was required. The reflection also aimed to measure the effectiveness of the new change management model used in decreasing the participants' resistance towards the changes in the English course and produce recommendations for better usage of the same change management model and whether modifications are required at this stage.

6. RESULTS

The present study explored EL6001 English for EDICT 3 tutors' perceptions of the usefulness of the implementation of Quality Matters' eight standards. The majority (66.7%) of the pre-intervention questionnaire respondents were teaching staff, with only 16.7% in management and another 16.7% in administration. Six responses were received from the English team, with only 50% teaching EL6001. Most respondents (83.3%) indicated that they were familiar with Quality Matters' eight standards (QM8), with one respondent who got training. The results showed that only half of the respondents knew that QM8 would be applied in EL6001 this semester. The whole team will be participating in the QM8 implementation in EL6001, but only half of the respondents knew they were part of the process, with two of whom identified their role as being teaching staff or team members, and one only knew his/her role in specific. Fifty percent of the respondents affirmed knowing about a change management model being utilised for the initiative of QM implementation in EL6001. Nevertheless, none of them knew which change management model was used. Also, the majority (83.3%) of the respondents stated that there were no organisational considerations that affected the planning and execution of the initiative of QM implementation in EL6001, while 16.7% disagreed, explaining that since the implementation of QM8

standards was an expectation, there should have been an established directive with organised training offered to academics. Furthermore, none of the respondents believed that there were cultural considerations that had affected the planning or implementation of the QM standards in EL6001.

In terms of the respondents' perception of the senior leadership's involvement, the majority believed that the management did not have a part in developing the QM8 initiative, while 33.3% agreed that the management was involved in communicating the initiative instead. In addition, half of the respondents seem to think that senior leadership engaged in evaluating the initiative and would also move the initiative forward. They also trusted that the senior leadership involvement was immense and that it impacted the initiative by encouraging staff to go forward. Another respondent believed that staff felt that the QM implementation would just be a trend for a couple of years before being shelved and another practice being proposed. The respondent added that the practices need to be shared by the management to show what worked and what did not, with the expectation of some recognition for the work of those who applied them. Another view of a respondent regarding the impact of senior leadership's involvement questioned its effectiveness, which is bound to the reflection of past delivery of courses. The respondent also added that there was a need to check what type of change was required, i.e., quality or quantity.

A. Pre-Intervention Questionnaire

The pre-intervention questionnaire also targeted the respondents' knowledge of the implementation of QM8 within a course, and the responses showed receiving QM information about either the mandatory implementation of QM, having access to QM standards, checking if QM standards existed in their courses, or conducting a self-evaluation against the 8 QM standards to implement any recommendations to meet the standards. According to the respondents, the information was received through various sources (e.g., a course coordinator, the head, verbal communication by the staff, and the Quality Coordinator). In response to how the success of the initiative was measured and the evaluation metrics used, most of the respondents (66.7%) had no idea, with only 33.3% having the assumption that it would be measured at the end of the semester when the course was fully developed. However, most of the respondents (66.7%) believed that the QM initiative was always monitored by the Programme

Manager, the Quality Coordinator, and senior leadership. Respondents' feedback as to what could be done differently if QM8 was to be implemented again was to receive QM rubric training as well as support and guidelines. The responses varied as to whether staff wanted things to stay unchanged with no interventions, with most respondents agreeing (e.g., 33.3% strongly agreeing and 16.7% agreeing), which reflected their views (33.3%) on the lack of urgency for the change, with 66.7% not being aware of the external drivers for the changes introduced in Bahrain Polytechnic, which were suggested to be either the Board of Trustees, external evaluators, stakeholders including students, the Ministry of Education, or senior management. 66.7% of the respondents believed that any potential change to the present situation alarms staff's sense of belonging and fears the consequences of change (66.7%), but the unity of the team is not threatened (83.3%). Some stated that they felt excited when positive changes were introduced, especially with the continuous labour market changes. One of the respondents expressed worry when decisions were made by non-teaching staff in educational drives and added that any change should be based on experience, research, training and clarity in communicating the initiative objectives. The lack of these aspects prior to introducing change initiatives proved to discourage staff.

B. Personal Reflection

The reflection targeted the perceptions of staff after receiving a review of information from the Quality Coordinator about QM8 standards. The findings show that 80% of the respondents are teaching staff, whilst 20% are in other managerial and coordination roles. Most of the respondents (80%) are familiar with the standards after receiving the intervention, and all of them have the expectation of taking part in them. Participants had different views on how QM standards are implemented in the English courses. The responses were technology-related to having more improvements using H5P tools instead of e-books, giving better access to courses through online methods and devices, changing the format of all courses' content to meet the online delivery standards, getting a better flow in teaching, and using teaching materials that are accessible online and offline and on which students can get feedback. The respondents suggested a number of actions that the Quality Coordinator could take to facilitate QM standards implementation in their English courses, such as communicating what the

standards refer to, conducting sessions and implementation workshops, identifying what could be tailored in each course to meet the standards, and finally giving feedback on the gaps found to better design the courses. The participants also suggested having best practices showcased as a method to improve the implementation of QM Standards, as well as training staff and discussing the implementation of the model. Another suggestion was to stress the ownership of it and the hard work that some team members put into implementing these changes.

7. DISCUSSION

The analysis of the findings of tutors' perceptions around the effectiveness of the support provided using change management techniques in a blended teaching and learning environment suggests that the participants in this study perceive various levels of resistance to change. The process of the QM eight standards' change was triggered by academic-related and global factors due to the pandemic. These factors led the organisation to implement online, and blended learning based on which changes in the courses were deemed necessary. The organisational change to implement QM8 was faced by some natural resistance from staff due to a number of contributing factors, such as a lack of knowledge, as more than two-thirds of the participants have not completed any training in QM. Other reasons that the respondents provided were their unawareness of the changes that had taken place, their misunderstanding of the reasons for change, their lack of resources and their lack of management support. The participants asserted their lack of knowledge of what was happening in the organisation and their feeling of having a different approach implemented with no clarification given, was not satisfactory despite their willingness to implement the changes for better outcomes in the course. These outcomes come from endorsing the findings of Gratz (2020), Yilmaz and Kilicoglu (2013) and Serour and Henderson-Seller (2005). Another resistance factor found in the findings was related to having. The participants indicated that time management was a crucial factor that should be considered when introducing change. Based on the findings of the pre-intervention questionnaire and the gaps in knowledge found in the staff of the QM implementation, it is recommended to follow Kurt Lewin's Change Model which involves three steps, namely, unfreezing, changing, and refreezing (Memon,

2021). The model entails developing an understanding that change is necessary. It is suggested that the organisation create awareness of the current situation or status quo of the QM8 Standards or any other change in the future. The findings showed the urgency of having changes communicated to staff before implementing them so that staff can be more informed and motivated to accept the proposed changes. Staff will be transitioning and implementing the changes effectively when they are more aware and fully trained. The last stage staff would experience is refreezing, where reinforcement and stabilisation of the change are experienced. This is an essential stage to ensure that staff do not revert to the old methods used prior to the interventions. Based on the findings, a fourth stage could be recommended in which recognition and appreciation of the participating parties take place. Having staff's efforts recognised by senior leadership is suggested to have positive effects on boosting motivation and pushing effortless attempts to make effective changes grow faster.

These theories gave the rationale for this research project, i.e., by investigating the change management model as implemented by the EDICT Quality Coordinator to support English tutors in particular and tutors in Bahrain Polytechnic in implementing Quality Matters Standards in their courses. Bear in mind that a real change can only happen when people and managers realise that a new process, model, technology, or innovation makes them more productive in serving their clients. Teachers need to be involved in the process of change and have confidence in its value (Petrescu, n.d.). Tutors need to have confidence in these changes and see them not as barriers but as motivators in their teaching roles. Yet, limitations are evident as the Quality Coordinator does not have the full authority to implement the change management model in all courses going through the QM change or adoption or to implement the same for any new institutional initiative. The key to implementing this Change Management Model, or any successful one, is to make the change a core part of the organisation's culture. This can happen by seeing the findings with other quality coordinators in other faculties and seeing the possible ways of execution across the institution.

8. LIMITATIONS AND RECOMMENDATIONS

This study is not free of limitations. The first limitation is having a small sample size for the sampling as well as the limited timeframe the researcher had for running the available interventions. To date, the theory of organisational change offers a large number of models of change management that allow the development of a common ideology and concept of change. Each model helps to understand the fundamental concept of change management, which begins with the current state and realises the need for change, enters the transition phase, implements the change, and then moves to the desired state or the author's detailed comparative analysis of change management models. There is no ideal, specific version of change management that fits all. The choice of change management models should be based on considerations of real-case conditions as well as trailing the available model from a theoretical point of view and the researcher's available resources and allowed timeframe. The main limitation that the researcher faced was providing the required support in a short period of time.

In conclusion, recommendations from the research project can be summarised by reiterating what the participants have highlighted in terms of the need for better facilitation of QM standards implementation, conducting sessions and workshops, and showcasing best practices. Another recommendation is to stress the ownership of the hard work being put in by team members to implement changes and to recognise this hard work by the senior management team in the organisation. A final recommendation could be to trial Lewin's three-step Change Model in a wider context at Bahrain Polytechnic and compare the findings with the existing research project's findings for better implementation of Quality Matters' eight standards.

REFERENCES

Pryor, M. G., Taneja, S., Humphreys, J., Anderson, D., & Singleton, L. (2008). Challenges Facing Change Management Theories and Research. *Delhi Business Review*, 65-85.

Bekmukhambetova, A. (2021). Comparative Analysis of Change Management Models Based on an Exploratory Literature Review. In *New Horizons in Business and Management Studies* (pp. 98-110). Budapest: Corvinus University of Budapest.

Business and Managment. (n.d.). Retrieved from British Library: https://www.bl.uk/people/kurt-lewin

Chandler, N. (2010). Reasons And Forms Of Organizational Resistance to Change in the Higher Education Sector. *Practice and Theory in Systems of Education*, 1-19.

Connelly, M. (2020, September 12). *The Kurt Lewin Change Management Model*. Retrieved from Change Management Coach: https://www.change-management-coach.com/kurt_lewin.html

Devos, G., Buelens, M., & Bouckenooghe, D. (2007). Contribution of Content, Context, and Process to Understanding Openness to Organizational Change: Two Experimental Simulation Studies. *The Journal of Social Psychology*, 607-630.

Gearin , C. (2017). New higher education president integration: change and resistance viewed through social power bases and a change model lens. *Journal of Higher Education Policy and Management*, 559-574.

Gratz, E. (2020). Faculty Resistance to Change: An Examination of Motivators and Barriers to Teaching Online in Higher Education. :*International Journal of Online Pedagogy and Course Design (IJOPCD)* , 14.

Ho, L. (2021, Janaury 19). *What Is Learning by Doing And Why Is It Effective?* Retrieved from https://www.lifehack.org/898427/learning-by-doing: https://www.lifehack.org/898427/learning-by-doing

Ingbretsen, R. M. (2008, November 09). *Why Resist Change – it is a Fact of Life. Retrieved from.* Retrieved from https://ezinearticles.com/?Why-Resist-Change---it-is-a-Fact-of-Life&id=1671719: https://ezinearticles.com/?Why-Resist-Change---it-is-a-Fact-of-Life&id=1671719

Kılıçoğlu, D. Y. (2013). Resistance to change and ways of reducing resistance in educational organizations. *Europen Journal of Research on Education*, 14-21.

Koller, R., & Fenwick, R. (2013). Is Obedience, Not Resistance, the Real Organistaional Change Killer? *Change Management: An International Journal*.

Lewin's 3-Stage Change Model. (2018). Retrieved from Lewin's 3-Stage Change Model: https://online.visual-paradigm.com/diagrams/templates/lewins-change-model/lewins-3-stage-change-model/#

Luo, C. (2008, June). *https://files.eric.ed.gov/fulltext/EJ1082571.pdf.* Retrieved from https://files.eric.ed.gov: www.ccsenet.org/jounal.html

Management, E. P. (2018). *Unfreeze, Change, Refreeze*. Retrieved from https://expertprogrammanagement.com/2021/09/unfreeze-change-refreeze/: https://expertprogrammanagement.com/2021/09/unfreeze-change-refreeze/

Naim, A. (2021). Application of Quality Matters in Digital Learning in Higher Education. *Texas Journal of Multidisciplinary Studies*, 3.

Petrescu, P. D. (n.d.). *Organizational Change Process – Steps to a Successful Change*. Retrieved from https://core.ac.uk/reader/6239883: https://core.ac.uk/reader/6239883

QM Rubrics &Standards. (1997). Retrieved from https://www.qualitymatters.org/.

Quality Matters. (2016). Retrieved from QM Impact Summary: https://www.qualitymatters.org/qa-resources/resource-center/articles-resources/qm-impact-summary

Silva, C. S., Magano, J., Matos, A., & Nogueira, T. (2021). Sustainable Quality Management Systems in the Current Paradigm: The Role of Leadership. *Sustainability 2021*, 1-21.

Stensaker, B., Hovdhaugen, E., & Peter, M. (2019). The practices of quality management in Norwegian higher education Collaboration and control in study programme design and delivery. *International Journal of Educational Management 33,4*, 699-708. Retrieved from www.emeraldinsight.com.

Wang, A., & Kebede, S. (2020). Assessing Employees' Reactions to Organizational Change. *Journal of Human Resource and Sustainability Studies*, 274-293.

Yilmaz, D., & Kılıçoğlu. (2013). Resistance to change and ways of reducing resistance in educational organizations. *Journal of Research on Education*, 14-21.

Appendix 1

Supporting EL6001 English for EDICT 3 Tutors Implementing Quality Matters Eight Standards through Change Management Techniques

You are being invited to participate in an action research entitled "Supporting EL6001 English for EDICT 3 Tutors Implementing Quality Matters Eight Standards through Change Management Techniques". This action research is being done by EDICT Quality Coordinator, Ms Ranya Alesh, from Bahrain Polytechnic. It is part of the final course (Individual Applied Research Project in Teaching and Learning for Higher Education (HE9002)) in the Post Graduate Certificate in Teaching & Learning in Higher Education.

The purpose of this action research is to provide participants with some useful tools/techniques/ strategies that can support their implementation of QM standards in EL6001 English for EDICT 3 and measure the effectiveness of these tools/techniques/ strategies. This will take you approximately 20 minutes to complete. Your participation in this survey is entirely voluntary and you can withdraw at any time. You are free to omit any questions.

We believe there are no known risks associated with this action research; however, as with any online related activity, the risk of a breach is always possible. To the best of our ability, your answers in this action research will remain confidential and anonymous.

Sincerely

EDICT Quality Coordinator and Tutor

Please indicate which most reflects your role in Bahrain Polytechnic: *

Please note that questions 1-34 are around QM Initiative in the piloted course EL6001; while questions 35-54 are around the theme of changes in organisations.

1-Are you teaching EL6001 English for EDICT 3 in semester 1 2021-2022? *

Yes

No

2-If you are teaching EL6001 English for EDICT 3 in semester 1 2021-2022, how many classes do you teach? *

1

2

3

4

5

N/A

3-Are you familiar with QM 8 Standards? *

Yes

No

4-Have you completed any QM certified courses? *

Yes

No

5-If you have completed QM certified courses, please name below.

6-Do you know that EL6001 English for EDICT 3 is implementing QM 8 Standards? *

Yes

No

7-Are you part of the EL6001 English for EDICT 3 implementation team? *

Yes

No

8-If you are part of the EL6001 English for EDICT 3 implementation team, what is your role?

9-How do you feel about the changes implemented in EL6001 English for EDICT 3? *

10-Why are we implementing changes in EL6001 English for EDICT 3? *

11-Where did the concept for QM 8 Standards come to be? *

12-How did you go about planning for and implementing the initiative of QM implementation in EL6001? *

13-Was there a change management model utilized for the initiative of QM implementation in EL6001? *

Yes

No

14-If yes, which change management model was used and why? *

John Kotter's eight steps

Kurt Lewin

ADKAR

I don't know

Why do you think the above model was used? *

15-What barriers have you encountered in planning and implementation of the initiative? *

16-Were there any organizational considerations that affected planning and implementation of the initiative of QM implementation in EL6001? *

Yes

No

17-If yes, name the organizational considerations encountered.

18-Were there any cultural considerations that affected planning and implementation of the initiative of QM implementation in EL6001? *

Yes

No

19-If yes, name the cultural considerations encountered.

20-What was the level of involvement of senior leadership in developing the initiative? *

1

2

3

4

5

21-What was the level of involvement of senior leadership in communicating the initiative? *

22-What was the level of involvement of senior leadership in evaluating the initiative? *

1

2

3

4

5

23-How do you think the level of senior leadership involvement impacts the initiative? *

24-Was senior leadership inclusion beneficial in moving the initiative forward? *

Yes

No

25-How was the initiative of QM implementation in EL6001 communicated to you? *

26-What information was contained in the communications? *

27-Has the initiative of QM implementation in EL6001 been adopted by staff as envisioned? *

Yes

No

28-If yes, what were the most important factors that contributed to the successful implementation in your opinion?

29-If no, why has it not been implemented as envisioned?

30-How are PM and Quality Coordinator measuring the success of the initiative? *

31-Were there any metrics used for evaluation by PM and Quality Coordinator? *

Yes

No

I don't Know

32-How often is the QM initiative being monitored by PM and Quality Coordinator? *

Always

Often

Sometimes

Rarely

Never

I don't know

33-How often is the QM initiative being monitored by Senior Leadership?

Always

Sometimes

Never

I don't know

34-If the QM initiative were to be implemented again, what would you do differently? *

35-There are reasons in maintaining the existing situation (status quo) in terms of teaching. *

Yes

No

36-If yes, please state your teaching reason(s).

37-There are reasons in maintaining the existing situation (status quo) in terms of curriculum. *

Yes

No

38-If yes, please state your curriculum related reason(s).

39-There are reasons in maintaining the existing situation (status quo) in terms of employment status. *

Yes

No

40-If yes, please state your employment related reason(s).

41-There is no sense of urgency about the need for change. *

42- Staff want things to stay as they are. *

Strongly disagree

Disagree

Neutral

Agree

Strongly Agree

43-Staff are not aware of the external drivers for any introduced change(s) in Bahrain Polytechnic. *

Yes

No

44- If yes, name the external drivers for changes in Bahrain Polytechnic.

45-Any potential change to the present situation alarms staff sense of belonging. *

Yes

No

46- How do you feel when any work change is introduced? *

47- Change challenges the traditional way things are. *

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

48-The reasons for change are not obvious to staff. *

1

2

3

4

5

6

7

49-Staff are genuinely afraid of what might happen if changes are introduced. *

Yes

No

50-The unity and feeling of being part of something disappears if changes are introduced. *

Yes

No

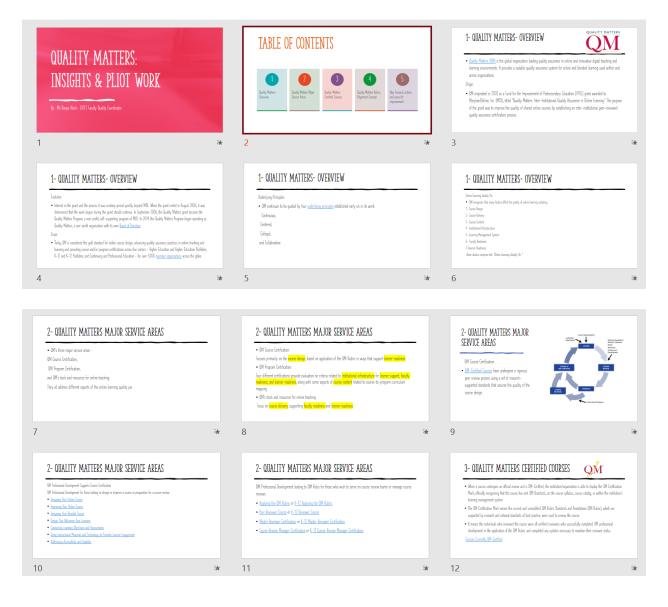52-What is the best way to introduce change to staff? *

53-What is discouraging when staff realise that the organisation introduces change initiatives?

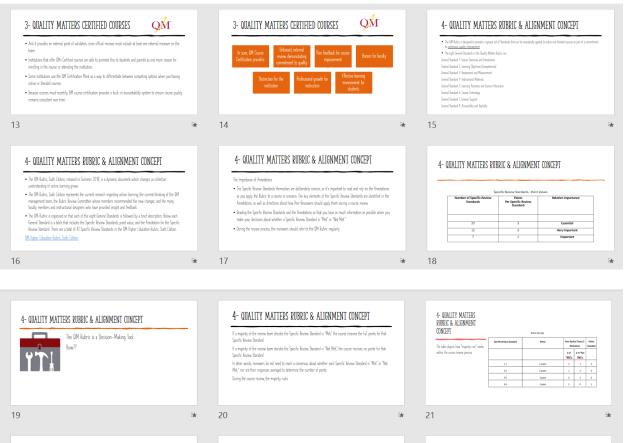54-Is there anything else you would like to tell us that could assist in this action research?

Appendix 2

Quality Matters Workshop

3- QUALITY MATTERS CERTIFIED COURSES

- And it provides an external point of validation, since official reviews must include at least one external reviewer on the team.
- Institutions that offer QM–Certified courses are able to promote this to students and parents as one more reason for enrolling in the course or attending the institution.
- Some institutions use the QM Certification Mark as a way to differentiate between competing options when purchasing online or blended courses.
- Because courses must recertify, QM course certification provides a built-in accountability system to ensure course quality remains consistent over time.

13

3- QUALITY MATTERS CERTIFIED COURSES

In sum, QM Course Certification provides:
- Unbiased, external review demonstrating commitment to quality
- Peer feedback for course improvement
- Honors for faculty
- Distinction for the institution
- Professional growth for instructors
- Effective learning environment for students

14

4- QUALITY MATTERS RUBRIC & ALIGNMENT CONCEPT

- The QM Rubric is designed to provide a rigorous set of Standards that can be consistently applied to online and blended courses as part of a commitment to continuous quality improvement
- The eight General Standards in the Quality Matters Rubric are:
  General Standard 1: Course Overview and Introduction
  General Standard 2: Learning Objectives (Competencies)
  General Standard 3: Assessment and Measurement
  General Standard 4: Instructional Materials
  General Standard 5: Learning Activities and Learner Interaction
  General Standard 6: Course Technology
  General Standard 7: Learner Support
  General Standard 8: Accessibility and Usability

15

4- QUALITY MATTERS RUBRIC & ALIGNMENT CONCEPT

- The QM Rubric, Sixth Edition, released in Summer 2018, is a dynamic document which changes as collective understanding of online learning grows.
- The QM Rubric, Sixth Edition represents the current research regarding online learning, the current thinking of the QM management team, the Rubric Review Committee whose members recommended the new changes, and the many faculty members and instructional designers who have provided insight and feedback.
- The QM Rubric is organized so that each of the eight General Standards is followed by a brief description. Below each General Standard is a table that includes the Specific Review Standards, point value, and the Annotation for the Specific Review Standard. There are a total of 42 Specific Review Standards in the QM Higher Education Rubric, Sixth Edition.

QM Higher Education Rubric, Sixth Edition

16

4- QUALITY MATTERS RUBRIC & ALIGNMENT CONCEPT

The Importance of Annotations
- The Specific Review Standards themselves are deliberately concise, so it's important to read and rely on the Annotations as you apply the Rubric to a course or scenario. The key elements of the Specific Review Standards are identified in the Annotations, as well as directions about how Peer Reviewers should apply them during a course review.
- Reading the Specific Review Standards and the Annotations so that you have as much information as possible when you make your decisions about whether a Specific Review Standard is "Met" or "Not Met."
- During the review process, the reviewers should refer to the QM Rubric regularly.

17

4- QUALITY MATTERS RUBRIC & ALIGNMENT CONCEPT

Specific Review Standards - Point Values

Number of Specific Review Standards	Points Per Specific Review Standard	Relative Importance
23	3	Essential
12	2	Very Important
7	1	Important

18

4- QUALITY MATTERS RUBRIC & ALIGNMENT CONCEPT

The QM Rubric is a Decision-Making Tool.
How??

19

4- QUALITY MATTERS RUBRIC & ALIGNMENT CONCEPT

If a majority of the review team decides the Specific Review Standard is "Met," the course receives the full points for that Specific Review Standard.
If a majority of the review team decides the Specific Review Standard is "Not Met," the course receives no points for that Specific Review Standard.
In other words, reviewers do not need to reach a consensus about whether each Specific Review Standard is "Met" or "Not Met," nor are their responses averaged to determine the number of points.
During the course review, the majority rules.

20

4- QUALITY MATTERS RUBRIC & ALIGNMENT CONCEPT

The table depicts how "majority rule" works within the course review process.

Rubric Scoring

Specific Review Standard	Points	Peer Review Team (3 Reviewers)		Points Awarded
		# of "Met"s	# of "Not Met"s	
1.1	3 points	2	1	3
3.6	2 points	1	2	0
4.5	2 point	0	3	0
6.4	1 point	3	0	1

21

4- QUALITY MATTERS RUBRIC & ALIGNMENT CONCEPT

ASSESSMENTS 3.1
INSTRUCTIONAL MATERIALS 4.1
LEARNING ACTIVITIES 5.1
COURSE TOOLS 6.1
LEARNING OBJECTIVES 2.1 & 2.2
Submitted by James Fowlkes and Brenda Boyd

- Alignment is defined as "critical course elements working together to ensure that learners achieve the desired learning outcomes."
- Alignment refers to the direct link between the learning objectives or competencies (Specific Review Standards 2.1 and 2.2), the assessments (Specific Review Standard 3.1), instructional materials (Specific Review Standard 4.1), learning activities (Specific Review Standard 5.1), and course tools (Specific Review Standard 6.1)
- Under the principle of alignment, these later four aspects of the course are driven by and support the learning objectives or competencies.

22

4- QUALITY MATTERS RUBRIC & ALIGNMENT CONCEPT

Specific Review Standards that Address Alignment are:
- 2.1 - The course learning objectives, or course/program competencies, describe outcomes that are measurable.
- 2.2 - The module/unit-level (course) learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.
- 3.1 - The assessments measure the achievement of the stated learning objectives or competencies.
- 4.1 - The instructional materials contribute to the achievement of the stated learning objectives or competencies.
- 5.1 - The learning activities promote the achievement of the stated learning objectives or competencies.
- 6.1 - The tools used in the course support the learning objectives or competencies.

23

4- QUALITY MATTERS RUBRIC & ALIGNMENT CONCEPT

Applying the QM Rubric and Making Good Decisions
- Applying the QM Rubric in an official review, an unofficial review, or as part of course development will require making decisions about whether or not a Specific Review Standard is "Met" and/or what must be improved to meet the Specific Review Standard.
- Reviewers who are new to QM may have some difficulty in knowing how to begin – after all, there are 42 Specific Review Standards to consider.
- The following slides introduce you to a strategy for making good decisions that will lead to course improvement.

24

4- QUALITY MATTERS RUBRIC & ALIGNMENT CONCEPT

- When you apply the QM Rubric, you should assume the learner's point of view
- A QM Review is an opportunity to see the course from the learner's point of view (not the faculty member's); this point of view often reveals aspects of the course that could be improved to make navigation easier and improve the learning environment for the learners…aspects that may not be obvious to the instructor because he or she is just too close to the course.
- Many online instructors report that being an online learner changed the way they think about online teaching.
- Consider this as your opportunity to be an online learner and to consider what's important to your success.
- You can use this experience to help improve your own online courses to better serve your learners.

25

4- QUALITY MATTERS RUBRIC & ALIGNMENT CONCEPT

- Reviewers who are new to QM may have some difficulty in knowing how to begin – after all, there are 42 Specific Review Standards to consider.
- Here are some review strategies for making good decisions that will lead to course improvement.

26

4- QUALITY MATTERS RUBRIC & ALIGNMENT CONCEPT

- Review Strategies are:
  Step 1: Read
  Step 2: Look
  Step 3: Think
  Step 4: Decide
  Step 5: Write

27

4- QUALITY MATTERS RUBRIC & ALIGNMENT CONCEPT

- 9 Steps for Writing a Helpful Recommendation
- Recommendation Equation is based on specific evidence from the course, plus four components: Specific Review Standard, Annotation, Course Evidence, and Characteristics.

28

5- WAY FORWARD, ACTIONS AND AREAS FOR IMPROVEMENT

- EDICT Faculty will be piloting 5 Courses from BICT, BENG, BWeb Media , BVISUAL Design and English for EDICT programmes during semester 2 2020–2021.
- 8 QM Standards will be piloted across the below courses.
  WMD502 3D Modelling and Animation 1
  EM8923 Engineering Project Management
  VD8408 Design Research Project
  IT7006 Object-Oriented Design
  EL6001 English for EDICT 3
  Decisions and Recommendations after piloted work is completed will be shared with the relevant programmes.

29

Appendix 3

Reflection-Supporting EL6001 English for EDICT 3 Tutors Implementing Quality Matters Eight Standards through Change Management Techniques

You are being invited to participate in an action research entitled "Supporting EL6001 English for EDICT 3 Tutors Implementing Quality Matters Eight Standards through Change Management Techniques". This action research is being done by EDICT Quality Coordinator, Ms Ranya Alesh, from Bahrain Polytechnic. It is part of the final course (Individual Applied Research Project in Teaching and Learning for Higher Education (HE9002)) in the Post Graduate Certificate in Teaching & Learning in Higher Education.

The purpose of this action research is to provide participants with some useful tools/techniques/ strategies that can support their implementation of QM standards in EL6001 English for EDICT 3 and measure the effectiveness of these tools/techniques/ strategies. This will take you approximately 20 minutes to complete. Your participation in this survey is entirely voluntary and you can withdraw at any time. You are free to omit any questions.

We believe there are no known risks associated with this action research; however, as with any online related activity, the risk of a breach is always possible. To the best of our ability, your answers in this action research will remain confidential and anonymous.

This part of the action research is to reflect on the interventions the EDICT Quality Coordinator, Ms Ranya Alesh has shared with you in various occasions.

Sincerely

EDICT Quality Coordinator and Lecturer

Please indicate which most reflects your role in Bahrain Polytechnic: *

If others, please specify your role.

1-Am I familiar with QM 8 Standards? *

Yes

No

2-Am I going to test the QM 8 Standards in my courses? *

Yes

No

3- If the answer in Question 2 is No, please specify why?

4- How do you think QM standards can be implemented in English courses? *

5- What can the EDICT Quality Coordinator do to facilitate QM standards implementation in your English courses? *

6- What can the English Programme Manager do to facilitate QM standards implementation in your English courses? *

7- Would you like to tell us anything to improve our practices when implementing new initiatives? *