



CPED Improvement Group Calls for Learning Exchanges

Hybrid/Online Improvement Group – The hybrid/online CIG challenges its members to submit learning exchanges for CPED’s October 2020 convening. The CIG’s exchange should align with the convening’s theme, Reimagining and Reconstructing the Dissertation in Practice: Dismantling the hegemonic practices of establishing knowledge in the education profession. This learning exchange can focus on emerging trends in online and hybrid programming that support knowledge transfer based on evaluation and action research studies. Emphasis is on the impact the study has on the organization and the community not on generating contributions to the field. Interventions and strategies to solve complex problems of practice can result in identifying best practices such as guidelines, methods and ethics that describe the best course of action in similar situations.

Social Justice & the EdD Improvement Group –

“Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world.”

Paulo Freire, *Pedagogy of the Oppressed*

Many EdD Programs are oriented toward the formation of educational leaders who are both committed to, and capable of, leading organizations toward equitable and socially just outcomes for students, their communities, and society. It is unclear, however, whether EdD programs are intentionally developing culminating projects (e.g. dissertations in practice) that build leadership capacity to *disrupt* and transform present educational organizations and systems. In addition, we lack an understanding of the types of culminating projects that exist across EdD programs including the ways in which these projects might divert from the traditional “hegemonic practices of establishing knowledge in the education profession.”

We invite learning exchanges that explore the following:

- Culminating Projects that increase student recognition of the system(s) as the source of inequity and injustice including (but not limited to):
 - Program and course-level practices that build understanding of non-dominant identities including Afrocentric, Indigenous, female/queer, and/or neuro/bodily-diverse ways of knowing & being in the world
 - Program and course-level practices that encourage scholar practitioners to consider their own positionality and its connection to their leadership identity formation
- Non-traditional culminating projects focused on cultivating equitable and socially just leadership
- EdD program curriculum, learning experiences, and dissertations in practice that build leadership capacity to disrupt and transform present educational organizations and systems

- How EdD programs justify a social justice orientation of disruption and inclusion as central to high quality, EdD programming
- Challenges and opportunities with educational partners (e.g. school districts, community colleges, universities) resulting from an EdD program's commitment to the disruption and transformation of the status quo
- Ways in which EdD programs support their students and alumni facing resistance to leadership for equitable and socially just outcomes
- Connections between leadership for disruption, activism, and education policy

Improvement Science CPED Improvement Group – The IS-CIG will sponsor proposals that provide an overall small group exchange experience focused on developing and enhancing our understanding of the role of inquiry in educational leadership programs. In response to the convening's theme to reimagine and reconstruct the actual into the ideal, our CIG seeks proposals for exchanges that answer these and other questions to further our understanding of how integrating improvement science, and other design-based methods, has led to the dismantling of traditional program practice and output:

- How is constituent knowledge and stakeholder engagement promoted and achieved as per the inquiry outcome skills, knowledge and dispositions upon which your program is built?
- How does the Dissertation in Practice, as a product, demonstrate and confirm that the EdD candidate has attained the inquiry knowledge, skills and dispositions that are sought in CPED-influenced programs?
- How has the inclusion of improvement science as a methodology changed the form, format and/or content of the Dissertation in Practice as distinctive for the field of educational leadership?

Group Dissertation Improvement Group – The Group Dissertation CIG examines team (group) dissertations as an appropriate model for Scholarly Practitioners. According to Kozlowski and Bell (2003), a noticeable shift in organizations has occurred away from individual-work jobs to a team-based structure. This can be observed in P12 education with professional development communities and grade-level collaboration.

When Scholarly Practitioners engage in collaborative research, they must acquire unique skills and dispositions. Interaction and engagement as a research team and with problem of practice stakeholders may reveal interpersonal and professional challenges. Conversely, research teams may serve as a laboratory for developing the requisite skills for affecting change in P12 settings.

The Research Team Dissertation CIG invites proposals that explore or share current practices in these areas:

- The dynamics of a research team in a CPED doctoral program (how are these organized; when are these organized; strategies to foster a positive work environment and responses to internal conflict)
- Team Dissertations: Managing the dissertation proposal
- Any other central issues perceived as challenges to the team dissertation