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**An Investigation into the Leading Factors
that Affect Teachers' Decision-Making
Towards Curricula Change in Irish Post-
Primary Schools**

Volume 2

Submitted by:

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Appendices

Appendix 1: Phase 1 Information Forms and Consent Forms

Dear DCG Teacher,

I am currently a PhD student in the School of Education at Trinity College Dublin. As part of my research, I am conducting a study, investigating the factors which effect curriculum reform in Irish post-primary schools. One of the main facilitators of any change in our education system are teachers themselves. Hence, we would like to evaluate Design and Communication Graphics teachers' levels of concern regarding the recent introduction of the Design and Communication Graphics syllabus in Irish post-primary schools nationwide.

Teachers will be asked to volunteer to fill out a questionnaire which will take no more than fifteen minutes of their time. Volunteers will also be sought for follow up interviews to discuss their responses to the survey. We can foresee no risks being associated with individuals' participation in this study. The information gathered will be treated with the appropriate privacy and anonymity. No information about the participants, will be identified in the research. The results of this survey may also be used as part of further research and publications.

Your responses to this survey are extremely valuable; however, your participation is voluntary. **Please note that completion of this questionnaire will serve as your consent to be part of this research.** However, if you choose not to complete this questionnaire or any future elements of this research, it will not impact on you in any way. If you have further questions regarding this research, please feel free to get in touch using the email addresses listed below.

Finally, we would like to thank you for taking the time to consider our research. Without your generous participation, conducting such research would be impossible.

Yours Sincerely,

Chris Byrne

My contact details are as follows:

Researcher: Chris Byrne
 Contact email: byrnec49@tcd.ie
 Phone: +353-863999182
 Dear English Teacher,

My Academic supervisor's details are:

Dr. Mark Prendergast
 Contact email: Mark.prendergast@tcd.ie
 Phone: +35318964855

I am currently a PhD student in the School of Education at Trinity College Dublin. As part of my research, I am conducting a study, investigating the factors which effect curriculum reform in Irish post-primary schools. One of the main facilitators of any change in our education system are teachers themselves. Hence, we would like to evaluate English teachers' levels of concern regarding

the recent introduction of the new Junior Cycle English course in Irish post-primary schools nationwide. I understand you may not have adopted this course at the present time, but your views are just as important to this research.

Teachers will be asked to volunteer to fill out a questionnaire which will take no more than fifteen minutes of their time. Volunteers will also be sought for follow up interviews to discuss their responses to the survey. We can foresee no risks being associated with individuals' participation in this study. The information gathered will be treated with the appropriate privacy and anonymity. No information about the participants, will be identified in the research. The results of this survey may also be used as part of further research and publications.

Your response to this survey is extremely valuable; however, your participation is voluntary. **Please note that completion of this questionnaire will serve as your consent to be part of this research.** However, if you choose not to complete this questionnaire or any future elements of this research, it will not impact on you in any way. If you have further questions regarding this research, please feel free to get in touch using the email addresses listed below.

Finally, we would like to thank you for taking the time to consider our research. Without your generous participation, conducting such research would be impossible.

Yours Sincerely,

Chris Byrne

My contact details are as follows:

Researcher: Chris Byrne
Contact email: byrnec49@tcd.ie
Phone: +353-863999182

My Academic supervisor's details are:

Dr. Mark Prendergast
Contact email: Mark.prendergast@tcd.ie
Phone: +35318964855

Dear Mathematics Teacher,

I am currently a PhD student in the School of Education at Trinity College Dublin. As part of my research, I am conducting a study, investigating the factors which effect curriculum reform in Irish post-primary schools. One of the main facilitators of any change in our education system are teachers themselves. Hence, we would like to evaluate mathematics teachers' levels of concern regarding the recent introduction of Project maths in Irish post-primary schools nationwide.

Participants in this study will voluntarily be asked to fill out the questionnaire which will take no more than fifteen minutes of your time. We can foresee no risks being associated with individuals' participation in this study. The information gathered will be treated with the appropriate privacy and anonymity. No information about the participants, will be identified in the research. The results of this survey may also be used as part of further research and publications.

Your responses to this survey are extremely valuable; however, your participation is voluntary. **Please note that completion of this questionnaire will serve as your consent to be part of this research.** However, if you choose not to complete this questionnaire or any future elements of this research, it will not impact on you in any way. If you have further questions regarding this research, please feel free to get in touch using the email addresses listed below.

Finally, we would like to thank you for taking the time to consider our research. Without your generous participation, conducting such research would be impossible.

Yours Sincerely,

Chris Byrne

My contact details are as follows:

Researcher: Chris Byrne
Contact email:
Phone: +353-863999182

My Academic supervisor's details are:

Dr. Mark Prendergast
Contact email: Mark.prendergast@tcd.ie
Phone: +35318964855

Dear Principal,

I am currently a PhD student in the School of Education at Trinity College Dublin. As part of my research, I am conducting a study, investigating the factors which effect curriculum reform in Irish post-primary schools. One of the main facilitators of any change in our education system are teachers themselves. Hence, we would like to evaluate Mathematics, English and Design and Communication Graphics teachers' levels of concern, regarding the recent introduction of the new syllabi in their respective areas, in Irish post-primary schools nationwide.

Teachers from each of the three subjects specified will be asked to volunteer to fill out a questionnaire which will take no more than fifteen minutes of their time. Volunteers will also be sought for follow up interviews to discuss their responses to the survey. We can foresee no risks being associated with individuals' participation in this study. The information gathered will be treated with the appropriate privacy and anonymity. No information about the participants or the school, will be identified in the research. The results of the survey may also be used as part of further research and publications.

Your school's responses to this survey is extremely valuable; however, your participation is voluntary. If you have further questions regarding this research, please feel free to get in touch using the email addresses listed below.

Finally, we would like to thank you for taking the time to consider our research. Without your school's generous participation, conducting such research would be impossible.

Yours Sincerely,

Chris Byrne

My contact details are as follows:

Researcher: Chris Byrne
 Contact email: byrnec49@tcd.ie
 Phone: +353-863999182

My Academic supervisor's details are:

Dr. Mark Prendergast
 Contact email: Mark.prendergast@tcd.ie
 Phone: +35318964855

Appendix 2: Phase 1 Stages of Concern Questionnaires

Stages of Concern Questionnaire for DCG Teachers

Please indicate how many years you have been teaching English

1-5	6-10	11-15	Plus 15

Sex:

Male	Female

If you are interested in your own results and how they compare to the cohort of teachers surveyed within your subject area you can waive your right to anonymity by supplying your name and preferred contact details below (your name is also not required if you wish to just supply an Email address).

Please note these details are optional.

Name: _____

		Irrel- evant	Not true of me now	Somewhat true of me now			Very true of me now		
#		0	1	2	3	4	5	6	7
1.	I am concerned about students' attitudes toward Design and Communication Graphics .	☐	☐	☐	☐	☐	☐	☐	☐
2.	I now know of some other approaches that might work better than Design and Communication Graphics .	☐	☐	☐	☐	☐	☐	☐	☐
3.	I am more concerned about another innovation.	☐	☐	☐	☐	☐	☐	☐	☐
4.	I am concerned about not having enough time to organize myself each day (in relation to Design and Communication Graphics).	☐	☐	☐	☐	☐	☐	☐	☐
5.	I would like to help other faculty in their use of Design and Communication Graphics .	☐	☐	☐	☐	☐	☐	☐	☐
6.	I have a very limited knowledge about Design and Communication Graphics .	☐	☐	☐	☐	☐	☐	☐	☐
7.	I would like to know the effect of reorganization on my professional status.	☐	☐	☐	☐	☐	☐	☐	☐
8.	I am concerned about conflict between my interests and my responsibilities.	☐	☐	☐	☐	☐	☐	☐	☐
9.	I am concerned about revising my use of Design and Communication Graphics .	☐	☐	☐	☐	☐	☐	☐	☐
10.	I would like to develop working relationships with both our faculty and outside faculty using Design and Communication Graphics .	☐	☐	☐	☐	☐	☐	☐	☐
11.	I am concerned about how Design and Communication Graphics affects students.	☐	☐	☐	☐	☐	☐	☐	☐
12.	I am not concerned about Design and Communication Graphics at this time.	☐	☐	☐	☐	☐	☐	☐	☐
13.	I would like to know who will make the decisions in the new system.	☐	☐	☐	☐	☐	☐	☐	☐
14.	I would like to discuss the possibility of using Design and Communication Graphics .	☐	☐	☐	☐	☐	☐	☐	☐

Email/preferred contact: _____

[illegible]

Stages of Concern Questionnaire for English teachers

Please indicate how many years you have been teaching English

<i>1-5</i>	<i>6-10</i>	<i>11-15</i>	<i>Plus 15</i>

Sex:

Male	Female

If you teach English, please indicate if you are currently teaching the new Junior Cycle English course.

I am currently teaching the new Junior Cycle English course.	
I am not teaching the new Junior Cycle English course.	

If you are interested in your own results and how they compare to the cohort of teachers surveyed within your subject area you can waive your right to anonymity by supplying your name and preferred contact details below (your name is also not required if you wish to just supply an Email address).

Please note these details are optional.

Name: _____

Email/preferred contact: _____

[illegible]

[illegible]

Stages of Concern Questionnaire for Maths teachers

Please indicate how many years you have been teaching Maths:

<i>1-5</i>	<i>6-10</i>	<i>11-15</i>	<i>Plus 15</i>

Sex:

Male	Female

If you are interested in your own results and how they compare to the cohort of teachers surveyed within your subject area you can waive your right to anonymity by supplying your name and preferred contact details below (your name is also not required if you wish to just supply an Email address).

Please note these details are optional.

Name: _____

Email/preferred contact: _____

[illegible]

[illegible]

Appendix 3: Phase 2 Information and Consent Form

Dear Teacher,

I am currently a PhD. student in the School of Education at Trinity College Dublin. As part of my research, I am conducting a study, investigating the factors which effect curriculum reform in Irish post-primary schools. One of the main facilitators of any change in our education system are teachers themselves. Hence, we would like to evaluate teachers' levels of concern regarding the recent introduction of the syllabus reform in your subject area.

We don't anticipate that there are any risks associated with your participation, but you have the right to stop the interview or withdraw from the research at any time. Thank you for agreeing to be interviewed as part of the above research project. This consent form is necessary for us to ensure that you understand the purpose of your involvement and that you agree to the conditions of your participation. Would you therefore read this information sheet and then sign this form to certify that you approve the following:

- the interview will be recorded, and a transcript will be produced
- you will be sent the transcript and given the opportunity to correct any factual errors
- the transcript of the interview will be analysed by the research investigator
- access to the interview transcript will be limited to the research investigator and supervisors.
- any summary interview content, or direct quotations from the interview, that are made available through academic publication or other academic outlets will be anonymized so that you cannot be identified, and care will be taken to ensure that other information in the interview that could identify yourself is not revealed
- the actual recording will be kept until all relevant parties involved in the research are happy that that the transcript is a fair and honest reflection of the interview. At this point the recording will be deleted.
- any variation of the conditions above will only occur with your further explicit approval

By signing this form, I agree that;

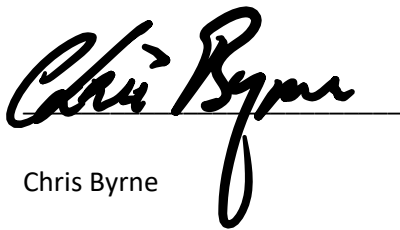
- I am voluntarily taking part in this project. I understand that I don't have to take part, and I can stop the interview at any time
- Quotations maybe used as part of other academic research publications or conferences
- The transcribed interview or extracts from it may be used as described above
- I have read the Information sheet

- I don't expect to receive any benefit or payment for my participation
- I can request a copy of the transcript of my interview and may make edits I feel necessary to ensure the effectiveness of any agreement made about confidentiality
- I have been able to ask any questions I might have, and I understand that I am free to contact the researcher with any questions I may have in the future

Participants Signature

Finally, we would like to thank you for taking the time to consider our research. Without your generous participation, conducting such research would be impossible.

Yours Sincerely,



Chris Byrne

My contact details are as follows:

Researcher: Chris Byrne

Contact email: byrnec49@tcd.ie

Phone: +353-863999182

My Academic supervisor's details are:

Dr. Mark Prendergast

Contact email: Mark.prendergast@tcd.ie

Phone: +35318964855

Appendix 4: Sample of Structured Interview Questions

When the new course was introduced did you feel there was a need for change?

Are you satisfied with the change that was introduced?

How would you rate the old course out of 10?

How would you rate the new course out of 10?

And if you were to look back retrospectively, would you change your opinion about the old course?

Had you got any reservations about the course before it was implemented?

Did you think that these problems would mean that the course would be an overall failure?

Were you concerned that parts of the old course were left out of the new course? I think you probably just answered that.

Did this have any influence on your overall perception of the course?

Were you concerned about having to teach new topics that you may not have taught before?

Would you say you were more concerned with loss or gain of topics?

Would you say you felt a sense of loss around leaving the old course?

Did you find yourself resisting or embracing the change in any way?

What was your view of the in-service training?

Do you think you received enough in-service training?

Do you think there were any distinct differences between the old syllabus and the new syllabus?

What were they?

Did you tend to imagine what the new course would be like based on your student or the general student population?

Has your view of the new course changed over time?

Were there any factors that influenced how you felt about the new course?

Did these factors influence how you implemented the course?

How do you feel about the way the course was implemented?

What do you think was the rationale behind the change?

Do you think this influenced how you thought about the change?

Do you think it was easier to see the positive aspects or the negative aspects of the course before it was implemented?

Why do you think that was?

At the start would you say you were biased towards looking for positive or negative aspects of the course more?

Do you feel there is a clarity of intention and a clear vision around the implementation of the new course?

Do you think this influenced how you felt about the change?

Would you prefer to return to the old course now if you had the chance?

Would you like to see the introduction of another new course now?

Have you modified the course in any way that has improved it in your view or to suit your teaching style?

Do you have any ideas about how the syllabus could be improved?

If you could give any advice to curriculum developers in the future, what would it be?

Appendix 5: Phase 3: Pilot Study Feedback Form

Pilot Study Feedback Form

Thank you very much for taking time to participate in the pilot study of my research. Your feedback to this questionnaire will assist me in making improvements prior to the main study. Should you require clarification, please do not hesitate to contact me on 086-3999182 or byrnec49@tcd.ie

1. How long did it take you to complete the questionnaire?

2. What is your opinion of the length of the questionnaire?

About right ☐

Too short ☐

Too Long ☐

3. What is your opinion of the clarity of the questions?

Poor ☐

Satisfactory ☐

Good ☐

Very good ☐

Excellent ☐

4. What is your opinion of the structure and format of the questionnaire?

Poor ☐

Satisfactory ☐

Good ☐

Very good ☐

Excellent ☐

5. Please provide any further comments you may have about the survey.

Thank you

Appendix 6: Phase 3: Information and Consent Form

Dear Sir/Madam,

My name is Chris Byrne and I am a PhD. student in the School of Education at Trinity College Dublin. As part of my research, I am designing a framework that aims to describe the main factors that affect teachers' decision-making during curriculum reform in Irish post-primary schools. This framework is currently at the evaluation stage and due to your knowledge and experience in curriculum reform, I would like to invite you to participate as part of an expert panel.

If you agree to take part in this study, you will be asked to complete a questionnaire. The questionnaire will take about 15-20 minutes to complete.

We don't anticipate that there are any risks associated with your participation. The information gathered will be treated with privacy and anonymity. Information will be stored in accordance with the Data Protection Act at Trinity College Dublin and will be destroyed before a maximum period of 7 years. Results from the data may be used in other publications in the future.

Participation in the study is voluntary and you can withdraw at any time. If you have any questions or if you don't understand something, please get in contact for clarification. If you are happy to take part in this study, then please click the link on this email.

Finally, I would like to thank you for taking the time to consider my research. Without your generous participation, conducting such research would be impossible.

Yours Sincerely,

Chris Byrne

My contact details are as follows:

Researcher: Chris Byrne
Contact email: byrnec49@tcd.ie
Phone: +353-863999182

My Academic supervisors details are:

Dr. Mark Prendergast
School of Education
University College Cork
Contact email: Mark.prendergast@ucc.ie

Dr. Melanie Ni Dhuinn
School of Education
Trinity College Dublin
mnidhuin@tcd.ie

Dr. Siobhan Corrigan
School of Psychology
Trinity College Dublin
scorrig@tcd.ie

Appendix 7: Phase 3: Delphi Survey

Information and Consent

Block Options

Q51

Dear Sir/Madam,

My name is Chris Byrne and I am a PhD. student in the School of Education at Trinity College Dublin. As part of my research, I am designing a framework that aims to describe the main factors that affect teachers' decision-making during curriculum reform in Irish post-primary schools. This framework is currently at the evaluation stage and due to your knowledge and experience in curriculum reform, I would like to invite you to participate as part of an expert panel.

If you agree to take part in this study, you will be asked to complete a questionnaire. The questionnaire will take about 15 minutes to complete.

We don't anticipate that there are any risks associated with your participation. The information gathered will be treated with privacy and anonymity. Information will be stored in accordance with the Data Protection Act at Trinity College Dublin and will be destroyed before a maximum period of 7 years. Results from the data may be used in other publications in the future.

Participation in the study is voluntary and you can withdraw at any time. If you have any questions or if you don't understand something, please get in contact for clarification. If you are happy to take part in this study, then click the "Yes, I consent" tab at the bottom of this page. This consent is necessary for us to ensure you are happy to continue with this study.

Finally, I would like to thank you for taking the time to consider my research. Without your generous participation, conducting such research would be impossible.

Yours Sincerely,

Chris Byrne

My contact details are as follows:

Researcher: Chris Byrne

Contact email: byrnec49@tcd.ie

Phone: +353-863999182

My Academic supervisors details are:

Dr. Mark Prendergast

School of Education

University College Cork

Contact email: Mark.prendergast@ucc.ie

Dr. Melanie Ni Dhuinn
 School of Education
 Trinity College Dublin
 mnidhuin@tcd.ie

Dr. Siobhan Corrigan
 School of Psychology
 Trinity College Dublin
 scorrig@tcd.ie

Consent

Do you consent to taking part in this survey?

- ☐ Yes, I consent
- ☐ No, I do not consent

Important information please read carefully

Block Options

Q41

Please select the option that best suits you

Academic

☐

Teacher

☐

Principal

☐

Civil Service (not
currently teaching)

☐

Organisational
Change

☐

Block 6

Block Options

The purpose of this questionnaire is to assess a framework on the main factors which were found to influence teachers decision-making about curriculum change. The framework comprises of 3 stages namely:

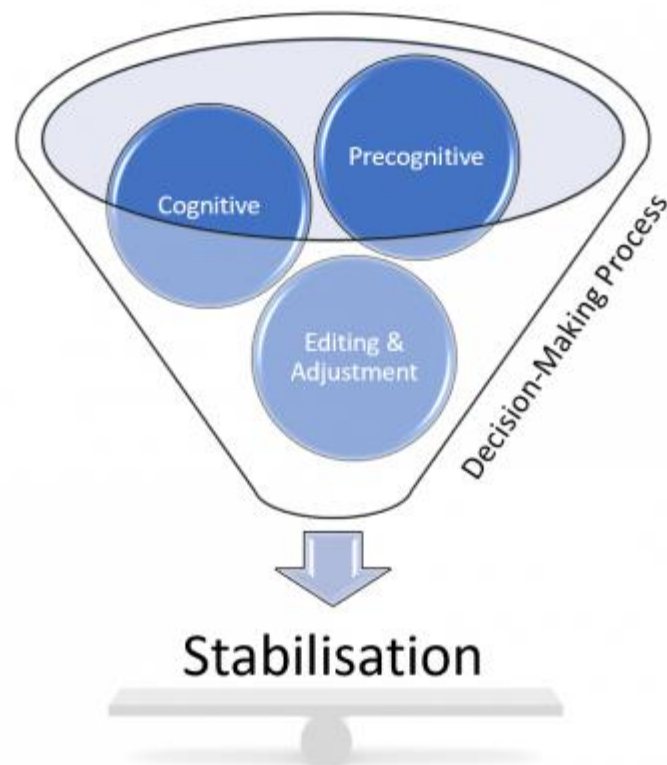
- The Precognitive Stage
- The Cognitive Stage
- The Adjustment Stage

Precognitive	Cognitive	Adjustment
• Social Context • Individual Characteristics • Belief System and Schemas	• Ambiguity • Anchoring Bias • Conjunctive Bias • Confirmation Bias • Reference Point • Loss Aversion • Negative Bias • Conformity	• Engagement • Information • Time • Outcomes

Each stage consists of several factors which influence the decision-maker. It is important to point out that these are not the only factors but the main ones which came up during my research.

Once the decision-making process is completed the person will come to a point of stabilisation.

You will be given a brief description of each stage, followed by the factors associated with them. You will be asked to rank your level of agreement with each stage and factor on a 5-point Likert scale from Strongly Disagree to Strongly Agree. At the end of each part there is a descriptive text box if you would like to add an further comments (you may want to take notes on a separate page and add to the text box at the end).



Q1

Precognitive Stage:

Factors within the precognitive stage are developed before a change agent hears or thinks about the change. These factors are independent of the proposed change. They act as a foundation of beliefs and practices on which future decisions are made.

Please indicate your level of agreement that existing structures will influence a person's attitude and the decisions they make about a proposed change.

Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree

☐ ☐ ☐ ☐ ☐

Q2

Cognitive Stage:

After an individual becomes aware of a change, they will begin to evaluate its merits. They are guided by rational choice theories and utility maximization, however, several unconscious factors will also affect their evaluation of the proposed change. Some of these unconscious factors are based on bias and heuristics, which reduce the complexity of decision making but these can lead to systematic errors in decision making.

Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree

☐ ☐ ☐ ☐ ☐

Q3

Adjustment Stage:

As someone proceeds through the cognitive stage, adjustment of their decision-making will tend to occur. This may alter or reinforce their initial view of the change. Adjustment pertains to both the cognitive and affective domain. After adjustment is carried out, they will reach a point of stabilisation about their decision-making.

Each part of this phase is outlined below. Please indicate your level of agreement with each one.

Q52

Cognitive Adjustment:

Occurs as individuals gains more time, information and experience. During this stage, the information they have about the change is evaluated and as new information presents itself, this is also evaluated along with existing views.

Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree

☐ ☐ ☐ ☐ ☐

Q53

Affective Adjustment:

Several teachers spoke about change evoking an emotional response, such as what would be expected from an individual going through a grieving process. They reported how emotions such as stress, fear and anxiety resulted in change aversion. Factors such as time, information, engagement and outcomes were reported to help their adjustment.

Please indicate your level of agreement that a teacher will typically go through a phase of emotional adjustment towards a significant curriculum change.

Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree

☐ ☐ ☐ ☐ ☐

Q54

Stabilisation

After a period of time when adjustment is concluded, an individual will reach a point of stabilisation surrounding their thoughts and feelings towards a change. In the absence of new information, experience or outcomes their view will remain unchanged. However, if new experience, outcomes or information is introduced that do not correlate with their existing belief system, this will reintroduce a new phase of adjustment. As such, a change agent may go through several phases of adjustment and stabilisation before reaching a final stable point.

Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree

☐ ☐ ☐ ☐ ☐

Q44

Please add any comments you may have on the stages above

Pre-Cognitive Factors

Block Options

Q36

This section will outline the factors in the precognitive stage. These include belief system and schema; social context; and individual context.

Precognitive	Cognitive	Adjustment
• Social Context • Individual Characteristics • Belief System and Schemas	• Ambiguity • Anchoring Bias • Conjunctive Bias • Confirmation Bias • Reference Point • Loss Aversion • Negative Bias • Conformity	• Engagement • Information • Time • Outcomes

Q4

Social Context:

A person's social context is the environment, people and immediate physical and social setting in which a person lives, interacts or develops.

Please indicate your level of agreement that a person's social context will influence how make decisions.

Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree

○ ○ ○ ○ ○

Q8

Individual Characteristics:

Personal characteristics and traits such as a person's attitude to risk and fear will shape attitudes toward change. Biological aspects such as neurological anatomy also plays a role in this aspect.

Please indicate your level of agreement that individual characteristics will influence a person attitude towards change.

Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree

☐ ☐ ☐ ☐ ☐

Q34

Belief System and Schema:

Belief systems are the values, knowledge and attitudes that an individual holds. These are often formed in conjunction with a person's social context and individual characteristics. Schemas "can be interpreted as a framework on which new information is encoded" (Welch & Larson, 1994, p. 18).

An individual will try to maintain their beliefs by re-framing or rejecting information that contradicts with their belief system. However, sometimes the new information may be of such significance that it is accommodated within their belief system, in turn altering their belief system and the decisions they make. Regarding organisational change, this will lead to either action or inaction.

Please indicate your level of agreement that an individual may either work to implement a change that is in line with their belief system or, work to impose the implementation that is not.

Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree

☐ ☐ ☐ ☐ ☐

Q45

Please add any comments you may have on the factors in this section

Cognitive Stage
Block Options

Q37

This section will outline the factors in the cognitive stage. These include reference point, loss aversion, negative bias, conformity, anchoring bias, confirmation bias and ambiguity.

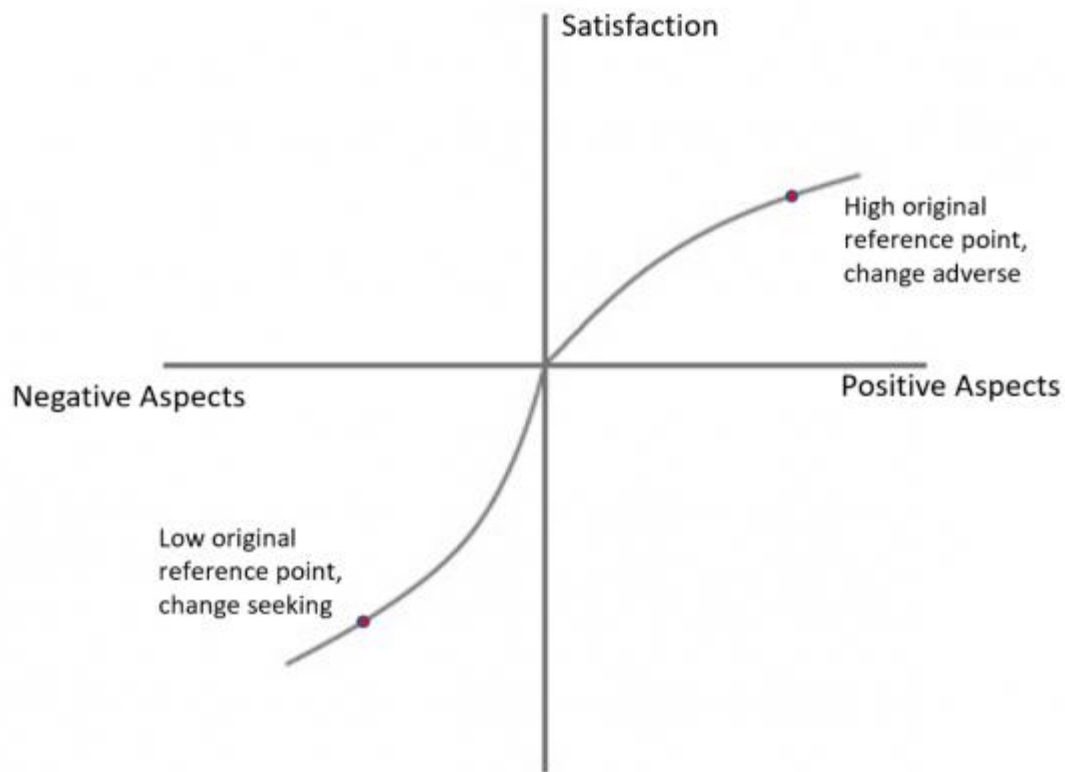
Precognitive	Cognitive	Adjustment
• Social Context • Individual Characteristics • Belief System and Schemas	• Ambiguity • Anchoring Bias • Conjunctive Bias • Confirmation Bias • Reference Point • Loss Aversion • Negative Bias • Conformity	• Engagement • Information • Time • Outcomes

Q11

Reference Point:

The value a change agent places on the outgoing system will influence their view of the new system. If they believe that the outgoing system is poor, they will be more willing to implement a new system. However, if they are happy with the current system they will be less willing to change. This concept emerged from Prospect Theory which shows an asymmetric relationship between gain and loss of equal proportion (Kahneman & Tversky, 1979).

The image below shows a prospect theory graph of the hypothetical effect of an individual's reference point on their level of change variance.



Please indicate your level of agreement that individuals with a low reference point will seek large scale change and be more open to high-risk changes. However, individuals with a high reference point will be more lightly to be change adverse but more open to low scale, low-risk change.

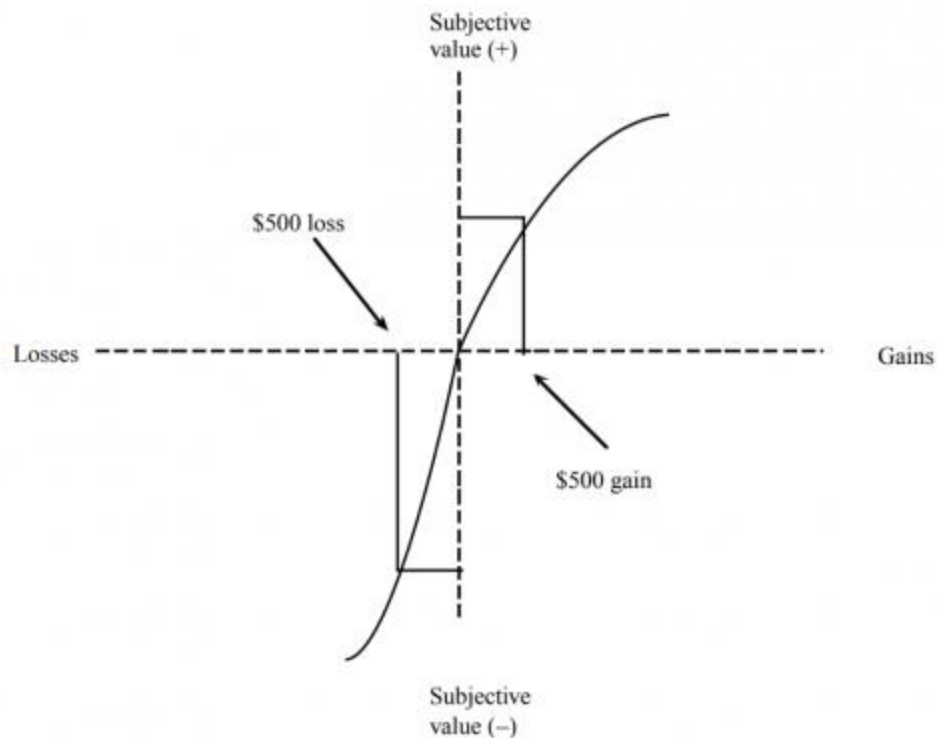
Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree

☐ ☐ ☐ ☐ ☐

Q12

Loss Aversion:

Loss aversion means that people weight loss higher than gains of equal value and therefore, tend to avoid loss (Kahneman & Tversky, 1979). Thus, winning \$500 will not replace the negative feeling of losing \$500. According to Kahneman and Tversky, the gain would have to more than double the loss to equal the negative utility. Hypothetical subjective utility functions under prospect theory can be seen in the diagram below, source: (Baggini, 2018, p. 171).



If this economic principle is applied to change, the removal of content from an old system may result in loss aversion unless an individual places a low value on what has been removed. This may be the case even if it is replaced with content of equal or in some cases greater importance.

Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree

☐ ☐ ☐ ☐ ☐

Q9

The Endowment Effect:

People ascribe more value to things merely because they own them. In economic terms, it has been shown that people will often require more to sell an item than they would be willing to pay for it. In terms of change, people who have engaged with an outgoing system for some time will tend to be more change-averse to the introduction of a new system than a new user.

Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree

☐ ☐ ☐ ☐ ☐

Q38

Negative Bias:

Negative bias is a potency to weight negative events more than positive events. This theory also finds its origins in prospect theory and is based on similar principles as loss aversion. Therefore, some teachers focused on a failing aspect of a curriculum despite it having little to no relevance to its overall success or failure.

Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree

☐ ☐ ☐ ☐ ☐

Q15

Ambiguity:

When people cannot place a probability on the outcome they become more risk-averse (Ellseberg, 1961) - this is known as the ambiguity effect. When it is translated to organisational change it was found that there are two types ambiguity - process ambiguity and outcome ambiguity. Process ambiguity occurs when the change agent can not see a clear path to implement a new system; whereas outcome ambiguity occurs when they are unsure if the change will be a success or a failure.



Please indicate your level of agreement that process and outcome ambiguity will increase resistance to change.

Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree

☐ ☐ ☐ ☐ ☐

Q39

Anchoring Heuristic:

Anchoring occurs when an individual or group places a disproportionate weight on one piece of information (Hammond, 2006). Teachers, particularly those who are change adverse, frequently focused on one failing part. They may then focus on this part and fail to make objective evaluations on other aspects of the change.

Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree

☐ ☐ ☐ ☐ ☐

Q14

Confirmation Bias:

Confirmation bias is a tendency to search for, interpret, favour, and recall information in a way that confirms pre-existing beliefs or hypotheses. Teachers may sometimes overlook aspects of a new curriculum that do not confirm or disproves their existing view. For example, if an individual was change adverse they may look for aspects of the new curriculum that confirmed that the change was negative; while ignoring or disregarding positive aspects.

Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree

☐ ☐ ☐ ☐ ☐

Q35

Conformity:

Conformity is a phenomenon where an individual's behaviour tends to conform to the behaviour of their larger social context. As such individuals will be influenced by the views of people within their social context; especially within their organisational context. New users with low levels of experience are particularly sustainable to conformity.

Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree

☐ ☐ ☐ ☐ ☐

Q46

Please add any comments you may have on the factors in this section

Adjustment Phase

Block Options

Q40

This section will outline the factors in the adjustment stage. These include engagement, information, outcomes and time.

Precognitive	Cognitive	Adjustment
• Social Context • Individual Characteristics • Belief System and Schemas	• Ambiguity • Anchoring Bias • Conjunctive Bias • Confirmation Bias • Reference Point • Loss Aversion • Negative Bias • Conformity	• Engagement • Information • Time • Outcomes

Q16

Engagement:

A person gains a clearer view of an implementation by engaging with it. This engagement will influence and may even alter their position, based on its merits or deficiencies.

Please indicate your level of agreement:

Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree

☐ ☐ ☐ ☐ ☐

Q17

Information:

As a person gains more information, uncertainty reduces or is eliminated. This leads to more informed decision-making and helps an individual reach the point of stabilisation.

Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree

☐ ☐ ☐ ☐ ☐

Q32

Outcomes:

As a person begins to see the outcomes or results of a change they will gain increased clarity surrounding the positive and/or negative aspects of an implementation. This reduces ambiguity and provides additional clarity.

Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree

☐ ☐ ☐ ☐ ☐

Q31

Time:

Increased time helps the processing of information and can lead to optimal decision-making. As such the length of time a person has been exposed to an implementation will influence their reaction towards it. It is important to note that time itself, in the absence of at least one other factor from the adjustment stage, is not likely to significantly to alter a change agent's views.

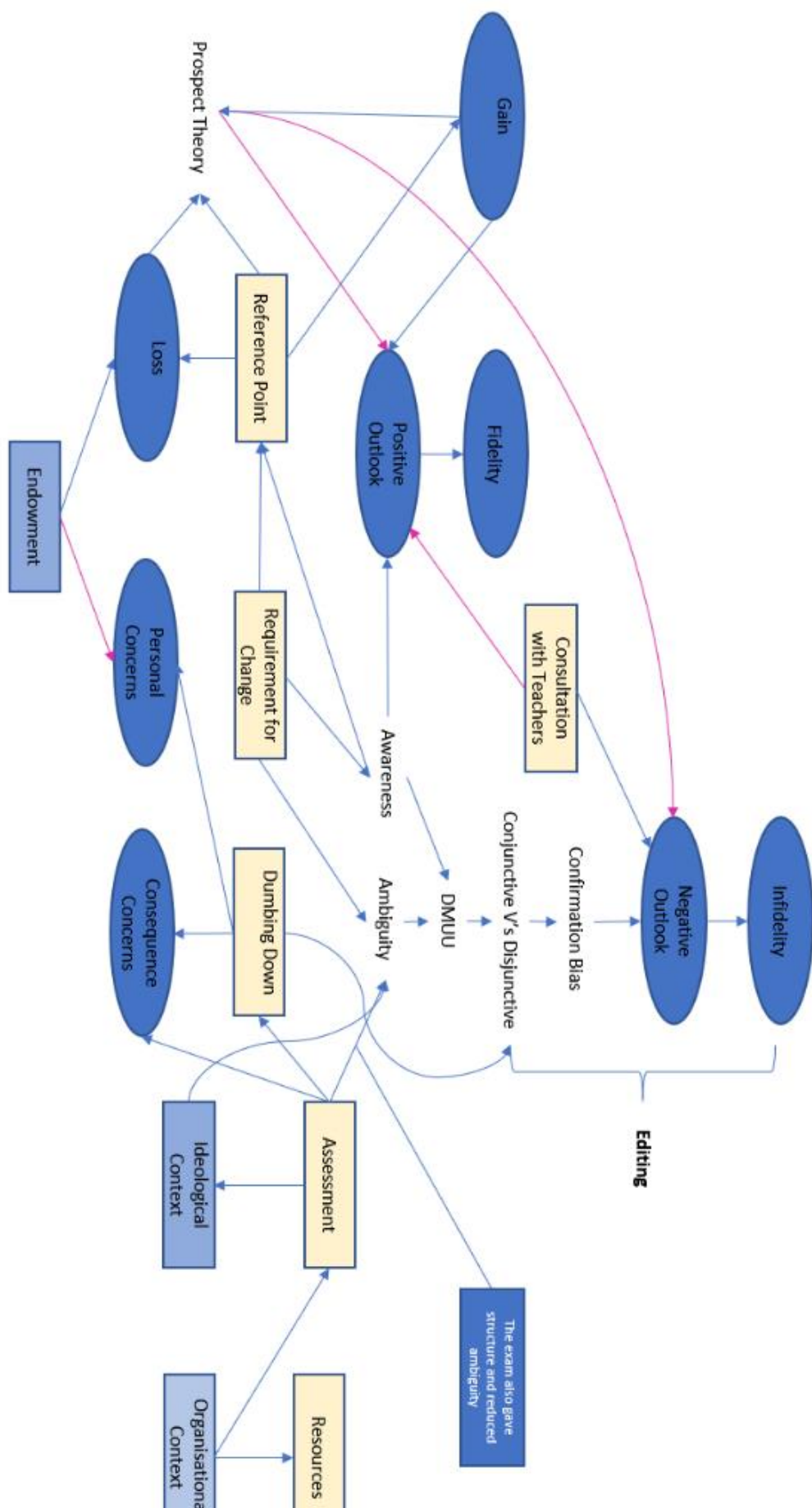
Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree

☐ ☐ ☐ ☐ ☐

Q47

Please add any comments you may have on the factors in this section

Appendix 8: Phase 3: Poster



Appendix 10: Themes and Sub-Themes After the 2nd Thematic Analysis

