

Crisis as Catalyst for Change and Innovation— Targeted Research on Institutional Response and Enduring Impacts on Advanced Technological Education



Funding sources

This research is made possible by the National Science Foundation, grant No. DUE-2100029

For further information

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Our Project Team

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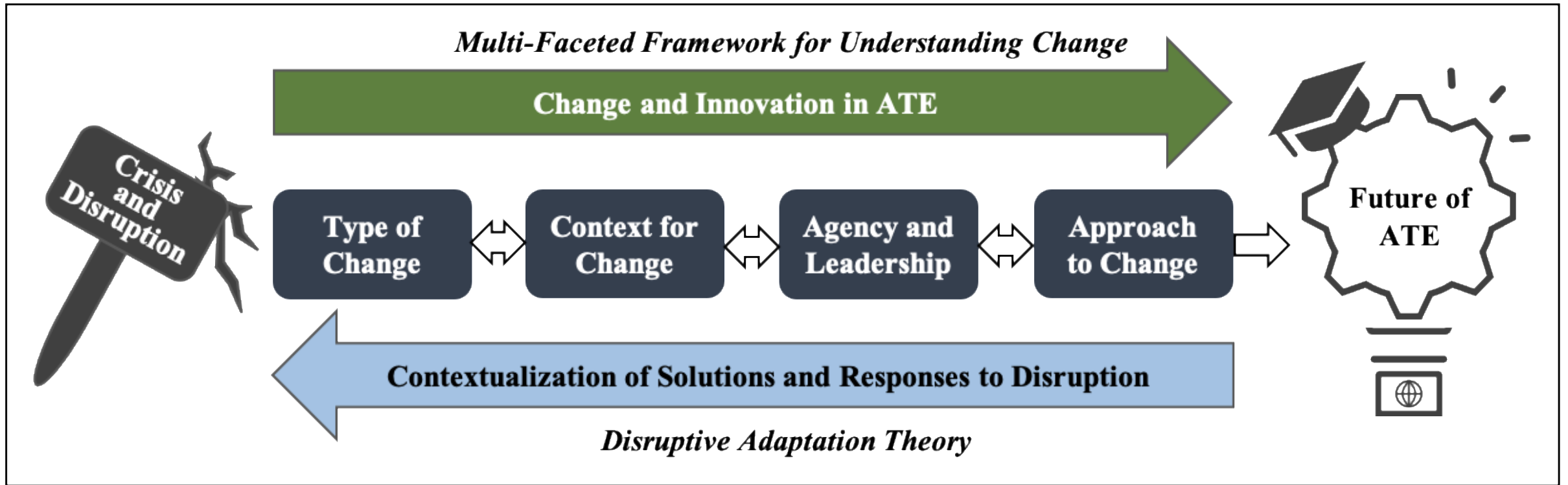
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Conceptual Framework



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Research questions

RQ 1. What new policies, practices, and initiatives pertaining to ATE have emerged across the WTCS since the disruptions of COVID-19 in March 2020?

RQ 2. Among this influx of changes and innovations, what are prominent patterns that characterize the type of change, context for change, agency/leadership, and approach to change, among other change dimensions? How are vulnerable student populations (such as students from racially underrepresented groups, low-income students, and students with disabilities, among others) reflected in these changes and innovations?

RQ 3. How do key stakeholders of ATE (including but not limited to institutional and instructional leaders and faculty, system leaders, etc.) arrive at the changes and innovations in response to the sudden disruptions since Spring 2020 and on an ongoing basis? What challenges and opportunities have they encountered as they implement these changes pending daily uncertainties associated with the ongoing pandemic?

RQ 4. How do the above stakeholders describe the impacts of these rapid adjustments to program requirements, course structure, mode of delivery, etc., on themselves, their students, and industry associated with technician education, now and in the future?

RQ 5. How might findings from RQs1–4 holistically guide the future of innovation for ATE beyond the pandemic? What does the resulting model—based on optimal, innovative approaches to cultivate a diverse ATE workforce—look like?



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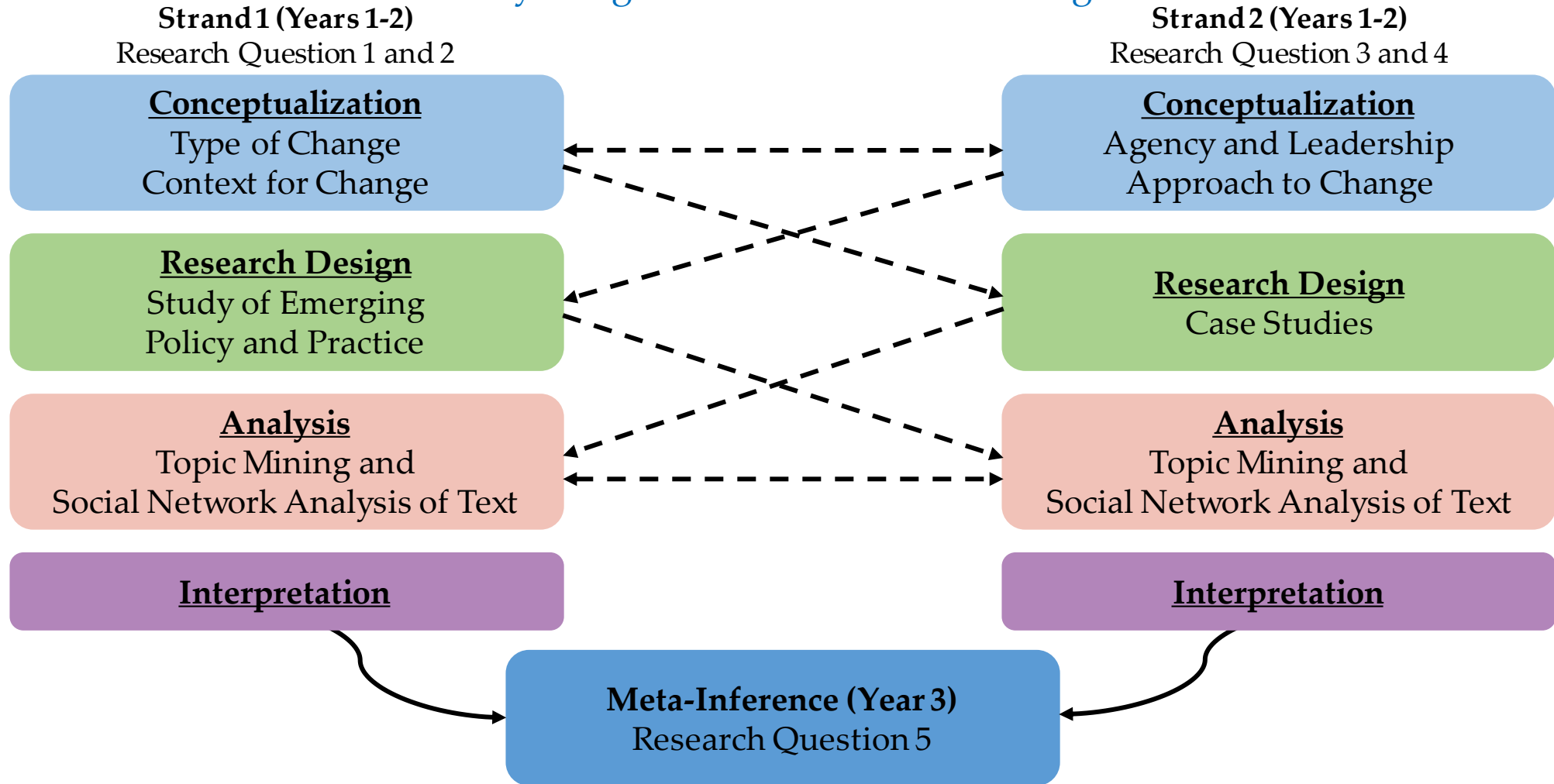
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Research Plan

Fully Integrated Mixed Methods Design



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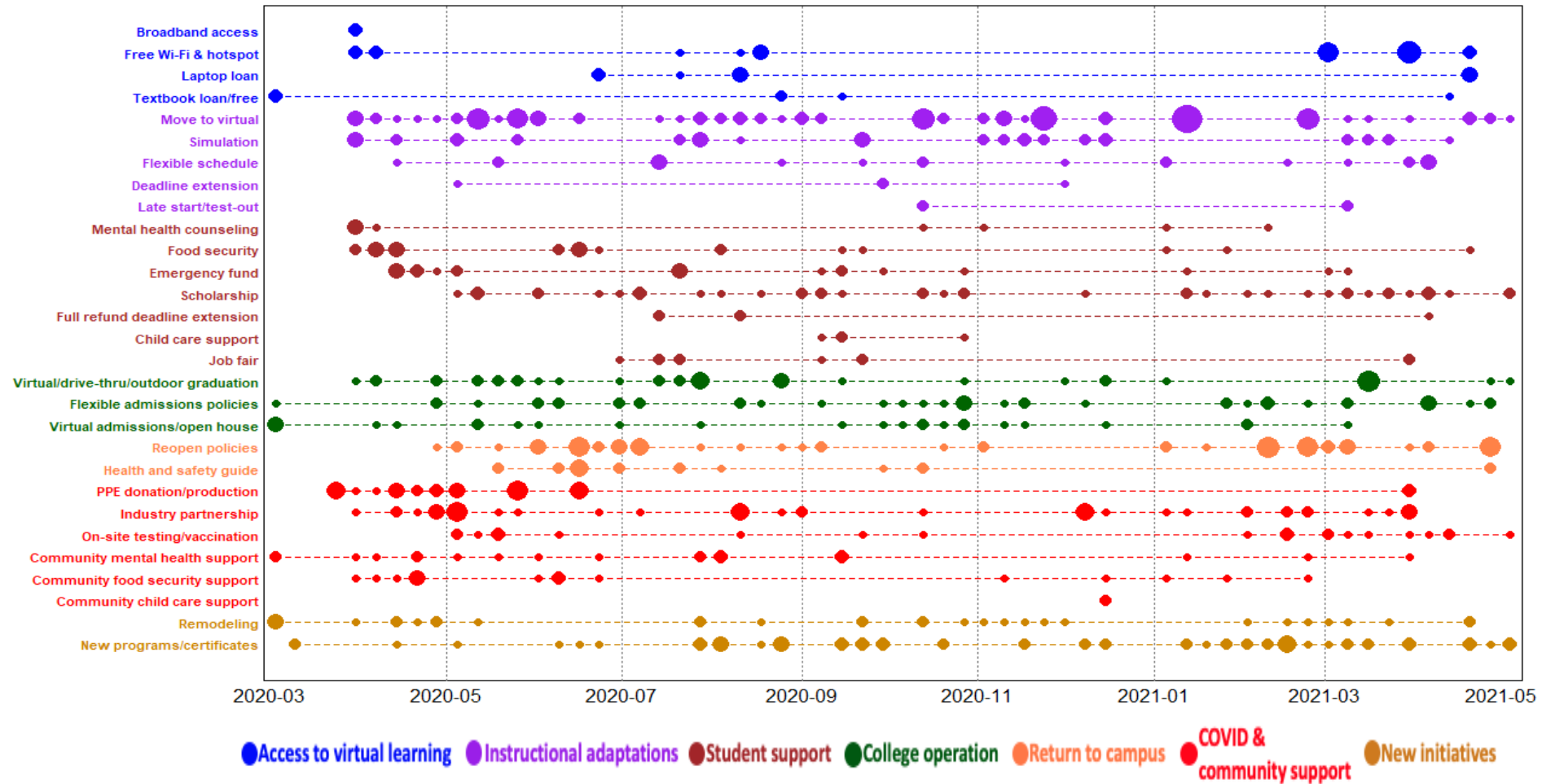
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Preliminary Findings

Institutional Response and Adaptations in Wisconsin's Technical Colleges Since March 2020



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