

Shifts in Professors' Pedagogical Knowledge, Attitudes, and Practice During a Cross-national Faculty Development Program

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International Pre-Conference Forum
Association for Studies in Higher Education
November 17, 2011
Charlotte, North Carolina



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Outline



Motivation



**Program
Design**



**Theoretical
Framework**



**Research
Design**



Results



Discussion

Motivation



Motivation

Motivation

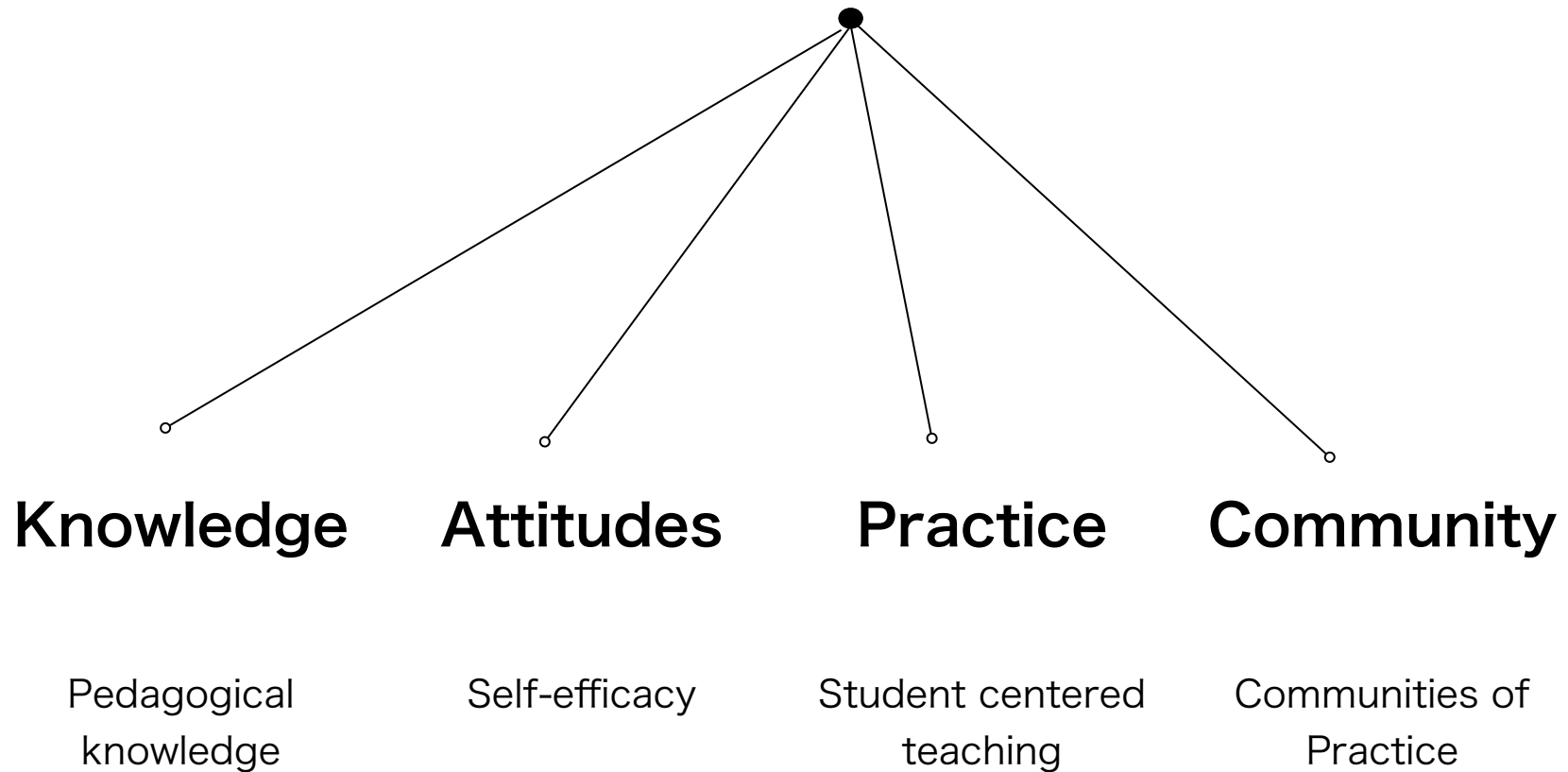
- What kind of **shifts** in knowledge, attitude, practice, and community engagement were observed among participants in a year long faculty development program?
- How can those shifts be quantified and qualified?
- Which areas resulted in the largest and smallest amount of **shift** among knowledge, attitudinal, practical, or community engagement dimensions?

Research Questions

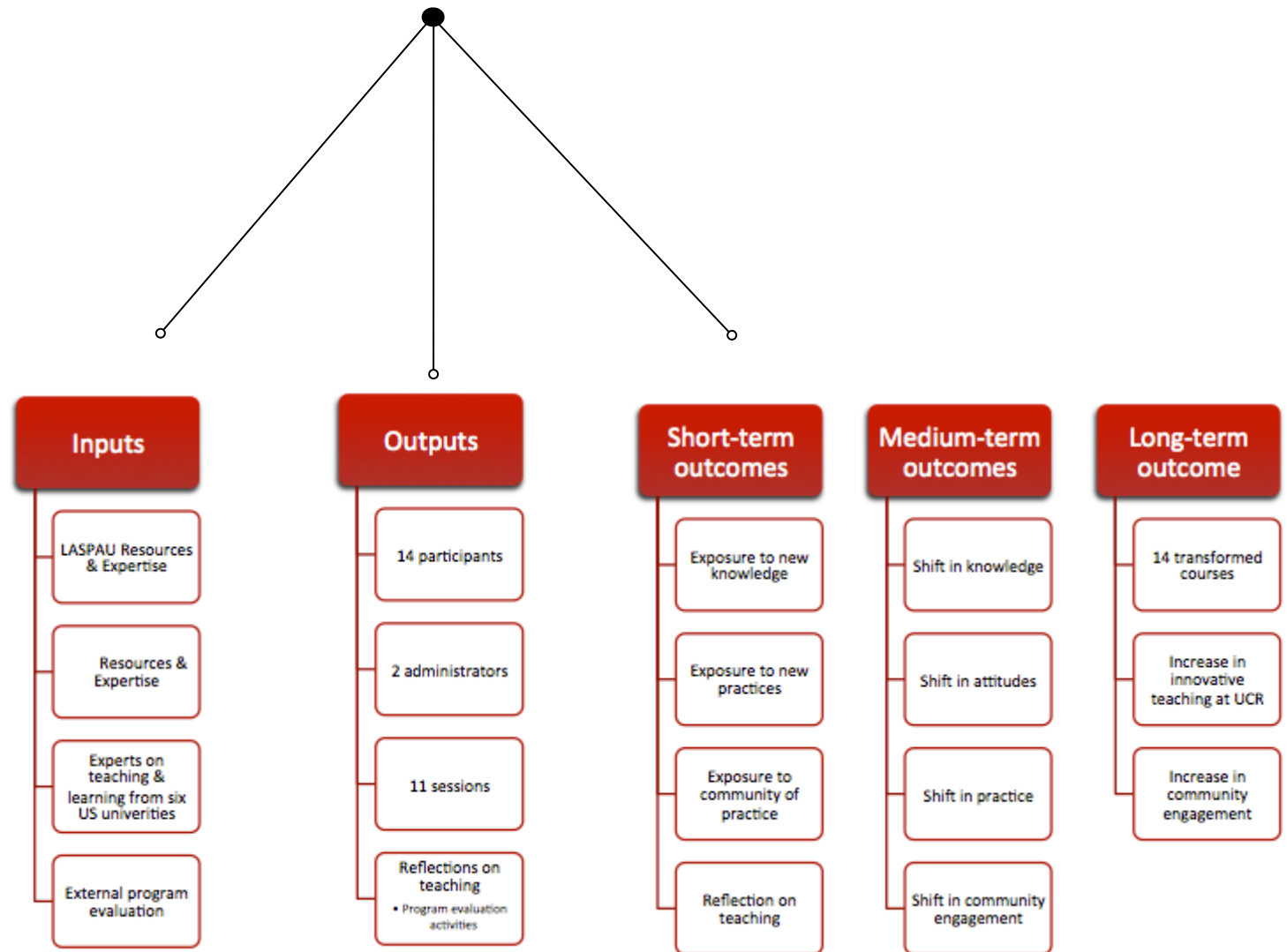


Unit of Analysis=Pedagogical Shift

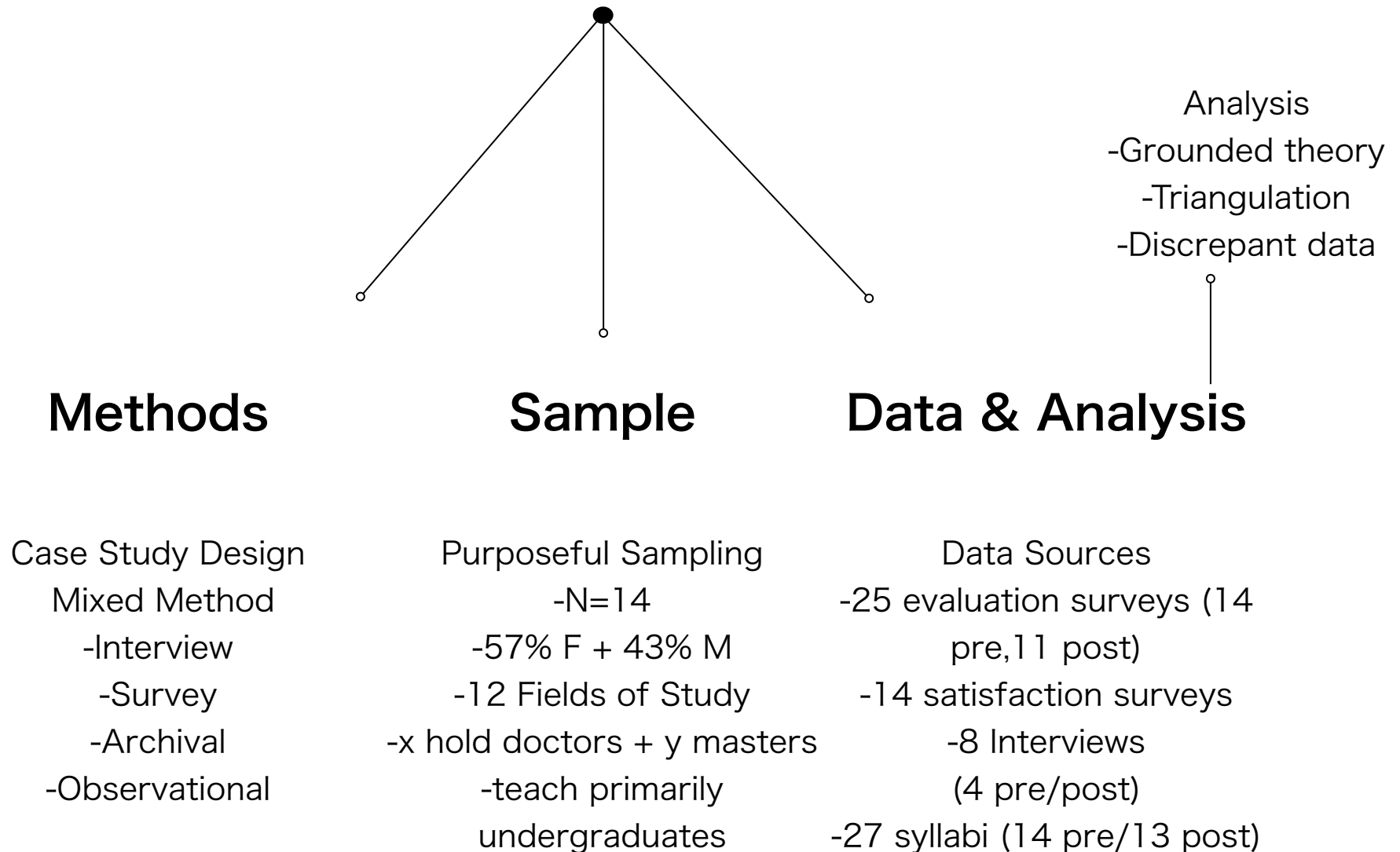
Theoretical Framework



Program Design

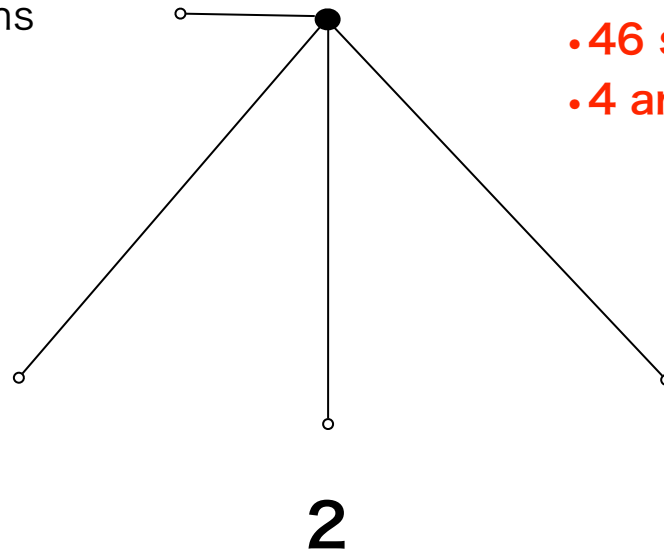


Research Design



Results

Research Questions



- 148 data trends
- 46 supported my multiple sources
- 4 areas of data trend discrepancy

1

We observed a positive pedagogical shift in knowledge, attitude, practice, and community engagement

2

We observed quantifiable positive shifts application of knowledge about student centered teaching (SCT); confidence in using SCT; actual use of SCT; and public sharing of SCT resources

3

The strongest trends we observed were in attitudinal and practice shifts.*

*possibly related to instrumentation

Discussion

- 1) How can we begin to measure student learning outcomes?
- 2) Given geography, how can we begin to include classroom observational data to strengthen the validity of our results?
- 3) How can we effectively navigate cultural norms about data collection?
- 4) Are there additional non-self reported data sources we are missing?

Acknowledgments

Angelica Natera
Cassandre Alvarado
Eleonora Badilla-Saxe

Eric Mazur, The Mazur Group
LASPAU, IDIA



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