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

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Motivation
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- 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?  **Unit of Analysis=Pedagogical Shift**

- Which areas resulted in the largest and smallest amount of shift among knowledge, attitudinal, practical, or community engagement dimensions?
Theoretical Framework

Knowledge
- Pedagogical knowledge

Attitudes
- Self-efficacy

Practice
- Student centered teaching

Community
- Communities of Practice
Program Design

Inputs
- LASPAU Resources & Expertise
- Resources & Expertise
- Experts on teaching & learning from six US universities
- External program evaluation

Outputs
- 14 participants
- 2 administrators
- 11 sessions
- Reflections on teaching • Program evaluation activities

Short-term outcomes
- Exposure to new knowledge
- Exposure to new practices
- Exposure to community of practice
- Reflection on teaching

Medium-term outcomes
- Shift in knowledge
- Shift in attitudes
- Shift in practice
- Shift in community engagement

Long-term outcome
- 14 transformed courses
- Increase in innovative teaching at UCR
- Increase in community engagement
Research Design

Methods
- Case Study Design
- Mixed Method
  - Interview
  - Survey
  - Archival
  - Observational

Sample
- Purposeful Sampling
  - N=14
  - 57% F + 43% M
  - 12 Fields of Study
  - x hold doctors + y masters
  - teach primarily undergraduates

Data & Analysis
- Data Sources
  - 25 evaluation surveys (14 pre, 11 post)
  - 14 satisfaction surveys
  - 8 Interviews
    (4 pre/post)
  - 27 syllabi (14 pre/13 post)

Analysis
- Grounded theory
- Triangulation
- Discrepant data
Results

Research Questions

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.*

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

*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?
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