



INTERDISCIPLINARY COLLABORATION TO SUPPORT PEDAGOGY REFORM

Jaime Lester, Ph.D., Associate Professor, Higher Education Program



Grassroots (non-positional) Leaders in Higher Education

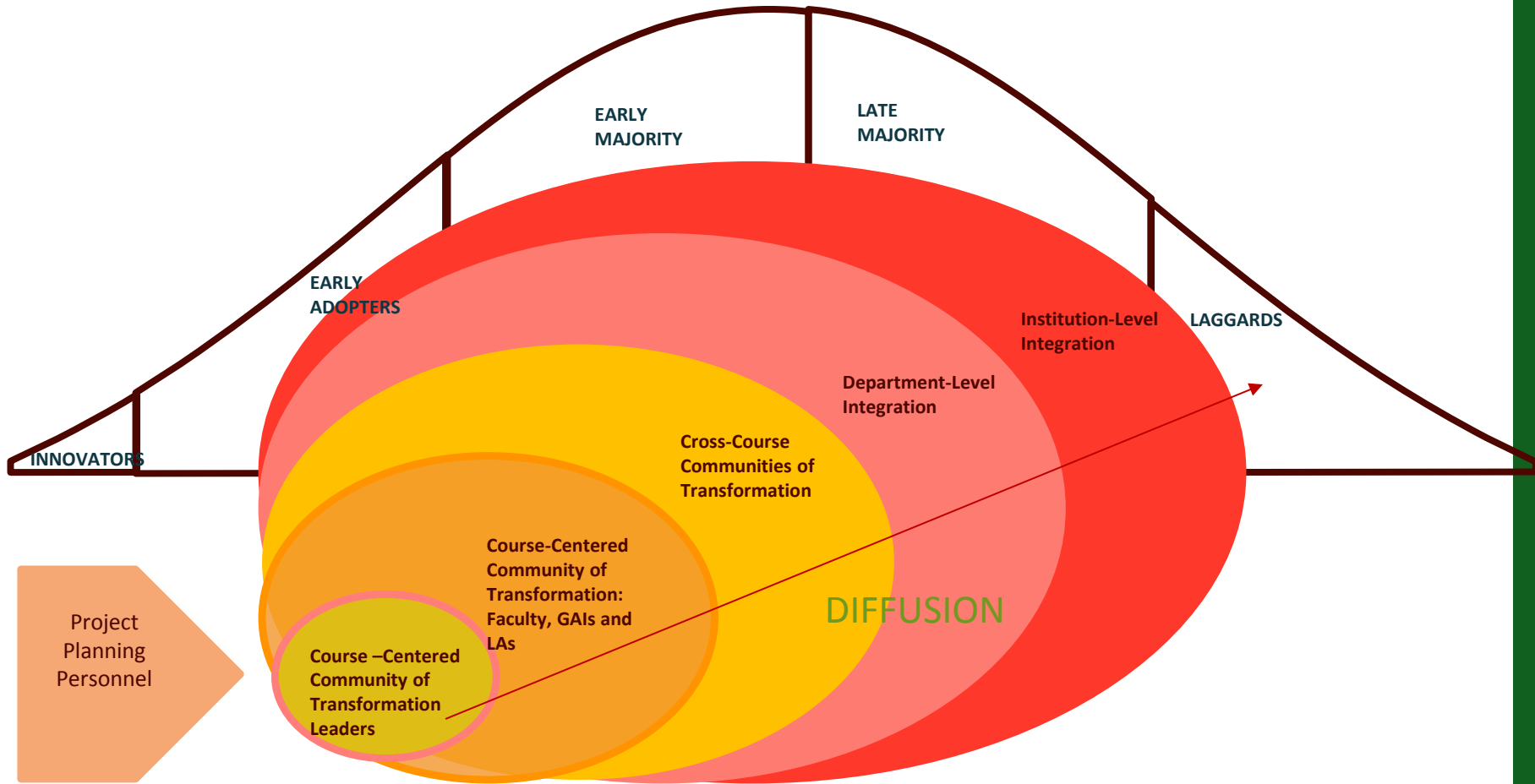
- Focus on a variety of initiatives, including pedagogy reform
- Primarily team based
- Developed intentional tactics to create change
- Success in diffusing change

SPARC: Self Paced Learning Increases Retention and Capacity Project

- External funding to catalyze change effort
- Department level faculty learning community in computer science
- Goal is to evaluate a new curricular design for introductory CS courses

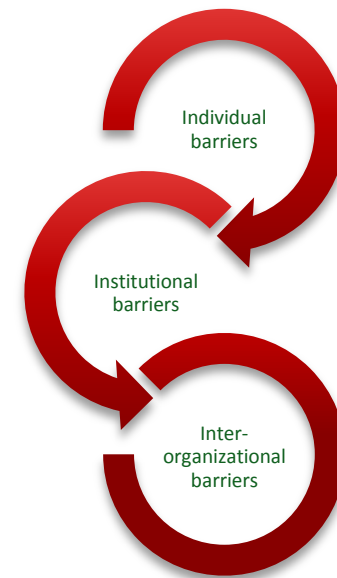
❖ Both had/have interdisciplinary members

Innovation Diffusion & Organizational Change Model



Many barriers to faculty pedagogy change:

- Individual – teaching socialization, time, P & T/recognition, competing priorities, increase in contingent faculty
- Institutional -- infrastructure, P & T/recognition, class size, departmental/unit norms, lack of professional development, financial considerations
- Inter-organizational -- accreditation standards, disciplinary norms



VALUE OF INTERDISCIPLINARY TEAMS

Questioning of long-held assumptions:

- There are no dumb questions when you have no disciplinary expertise
- Forces individuals and teams to educate the outsider
- Expand knowledge base

Increase network and change strategy capacity:

- Identify resources and build on relationships
- Create new change strategies (or just help to establish that one is needed)

Develop evaluation and research plans:

- Conduct and present evidence of pedagogy change work
- Expand perspectives of rigorous evidence

Increase diversity of team members



Thank you!

Jaime Lester
jlester2@gmu.edu
@ProfJaimeLester