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An Expanded Model of Instructional Change Teams in Higher Education DIANA SACHMPAZIDI, Western Michigan University — Team-based approaches for improving undergraduate STEM education are both highly promising and risky. In our previous work, we developed an initial model of instructional change teams. In this study, we unpack the nature of teams collaboration to understand their impact on team outcomes. On this poster, we present a revised model of instructional change teams that confirms and expands upon the initial model. Using twenty-three team members perspectives at four teams across four STEM disciplines, we identify five elements of teamwork processes and three emergent states that shape team outcomes. Recommendations for practitioners and researchers will be discussed.

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