Paradigm Shifts in Interdisciplinary Research
Some Grounding

- Knowledge is central, constructed and evolves
- Intellectual traditions-disciplines and the academy
- Worldview/Mental models vary by discipline
- Research as one way to re/construct knowledge
- Many entry points to interD research

Need to understand the current paradigm/s to understand and influence shifts
He pointed out that everyone who comes into contact with a child is a teacher who incessantly describes the world to him, until the moment when the child is capable of perceiving the world as it is described. According to don Juan, we have no memory of that portentous moment, simply because none of us could possibly have had any point of reference to compare it to anything else. From that moment on, however, the child is a **member**. He knows the description of the world; and his **membership** becomes full-fledged, I suppose, when he is capable of making all the proper perceptual interpretations which, by conforming to that description, validate it.

For don Juan, then, the reality of our day-to-day life consists of an endless flow of perceptual interpretations which we, the individuals who share a specific **membership**, have learned to make in common.
Recognition
Conceptualizing
Building culture and network
Institutionalizing
Defining, building niche ("Declining by Degree")
Securing structures
Expansion
Evolution (evaluation as tool)
**Interdisciplinarity**

- Distinctions: Multi, Inter, Cross, Integrated
- “interD understanding” as the capacity to integrate knowledge and mode of thinking drawn from two or more disciplines to produce a cognitive advancement.
- Disciplinarity (Moran) “branch of learning or body of knowledge”
Where are we now?

- Role of research in society; position of knowledge, understanding of knowledge, relationship of creativity to knowledge

- Resurgence of InterD in the 80’s and 90’s.
  - workforce, new science/systems
  - 4 reasons: knowledge change, ed reform, problem solving, critique (Panaritis, 1995)
  - Accountability-evaluation
“Edge of the Field”

- Foci on “Grand Challenges” and “Societal Issues”
- Investments-large, cross geography and institution, teams
- Students-emergent leaders –understand content in relation to system, “the wave”
- Orbiting the hairball- fringe v. center structures
- Sustainability- objective and subjective (values and science) -unlikely coupling
Where should we be going?

Not just bringing the furniture closer
First order change v. second order (Watzlawick)

Three important shifts (Jaworski):
- How we see the world
- How we understand relationships
- How we make commitments

Factors:
- People-who is in the room
- Leadership
- Understanding knowledge construction
What’s the Crisis

Dr. Derek Cabrera
Leadership

- Naming/connecting core functions
- Bridging worlds
- Fostering shared vision
- Deep understanding – InterD is beyond content
- Building distributed networks; scales
- Problem/solution conceptualization
- Problem solving / learning and problems should be co-evolving in relation to each other
Reflections

- Politics of knowledge (what knowledge is centered)
- Core competencies? (e.g. translator, bridge)
- Sustainability- what are we trying to sustain?
- Building a culture-inherently a social process
- Problem/construct conceptualization
- Niche
- Mapping the system
- Shared constructs (e.g. “development” or problems “obesity” as starting point)
Evaluation and the InterD paradox

- InterD dependent on D
- D=construction of worldview/paradigm
- Evaluation should test assumption in theory of change (I-K-C-E)
- Evaluation should track community evolution
- Evaluation should track relationship between evolution (and construction of knowledge) and impact
Thank you