

Sheridan College

## SOURCE: Sheridan Scholarly Output, Research, and Creative Excellence

---

Faculty Publications and Scholarship

School of Communication and Literary Studies

---

11-7-2014

# Stumbling upon a Community of Practice: Moving to Blended Delivery in a Community College Developmental Writing Course: The Case of Communication Foundations at Sheridan College

Chrisoula Benak

*Sheridan College*, [chrisoula.benak@sheridancollege.ca](mailto:chrisoula.benak@sheridancollege.ca)

Stephanie Samboo

*Sheridan College*, [stephanie.samboo@sheridancollege.ca](mailto:stephanie.samboo@sheridancollege.ca)

Katy Seip

*Sheridan College*, [katye.seip@sheridancollege.ca](mailto:katye.seip@sheridancollege.ca)

Sarah Sinclair

*Sheridan College*, [sarah.sinclair@sheridancollege.ca](mailto:sarah.sinclair@sheridancollege.ca)

Follow this and additional works at: [https://source.sheridancollege.ca/fhass\\_comm\\_publ](https://source.sheridancollege.ca/fhass_comm_publ)

 Part of the [Education Commons](#)

---

### SOURCE Citation

Benak, Chrisoula; Samboo, Stephanie; Seip, Katy; and Sinclair, Sarah, "Stumbling upon a Community of Practice: Moving to Blended Delivery in a Community College Developmental Writing Course: The Case of Communication Foundations at Sheridan College" (2014). *Faculty Publications and Scholarship*. 4.

[https://source.sheridancollege.ca/fhass\\_comm\\_publ/4](https://source.sheridancollege.ca/fhass_comm_publ/4)



This work is licensed under a [Creative Commons Attribution-NonCommercial-No Derivative Works 4.0 License](#).

This Conference Presentation is brought to you for free and open access by the School of Communication and Literary Studies at SOURCE: Sheridan Scholarly Output, Research, and Creative Excellence. It has been accepted for inclusion in Faculty Publications and Scholarship by an authorized administrator of SOURCE: Sheridan Scholarly Output, Research, and Creative Excellence. For more information, please contact [source@sheridancollege.ca](mailto:source@sheridancollege.ca).

# *Stumbling* Upon a Community of Practice

Chrisoula Benak M.Ed; Stephanie Samboo, MA;  
Katie Seip, MA; and Sarah Sinclair, MA.

# Overview

1. Project Goals & Context
2. Why this course?
3. From Course Redesign to Community of Practice
  - Emergence
  - Community Features
  - Impact on Pedagogy
4. Lessons Learned
5. Question Period

# Context for Course Redesign

- Need to Redevelop Remedial Writing Class
  - Stigma & Student Engagement
  - Time Commitments
  - Classroom space

## Concerns

- Institutional Push for Hybrid Development
- Stigma of Remedial Writing Courses

(Berrett, 2012; CAST, 2012; Gardner, 2011; Scott, Spencer, Thomas, 1998; Simonson, Smaldino, Albright and Zvacek, 2012)

# Context

## Stumbling upon our Goals

### **Initial** Goals

- Course Redesign
- Increase Student Engagement



- Student- Focused

### **Redefined** Goals

- Explore value of Community of Practice



- Teacher-Focused

(Ko and Rosen, 2010; Palloff and Pratt, 2013; Parker, 2013)

# How did a Course Redevelopment **EVOLVE** into a Community of Practice?

*"Reflective practice becomes a way of tracing rigid patterns of becoming professional through defining characteristics of an idealized teacher self. This routinization of reflection on teaching renders teachers indifferent to the critical enterprise this practice is supposed to be committed to" (Galea, 2012, p.248-249)*

FT-Faculty & Coordinator  
w. Linguistics & TESL training

Students

FT-Faculty  
w. M. Ed & Benchmarking Exp.

FT -Faculty  
w. Online Expertise & TESL training

PT-Faculty  
w. Writing experience

Admin. Associate Dean  
w. Teaching & Research Bkgrd.

Publisher

# Community Membership

**F2F**  
Bi-Weekly Check-ins  
Hallway encounters

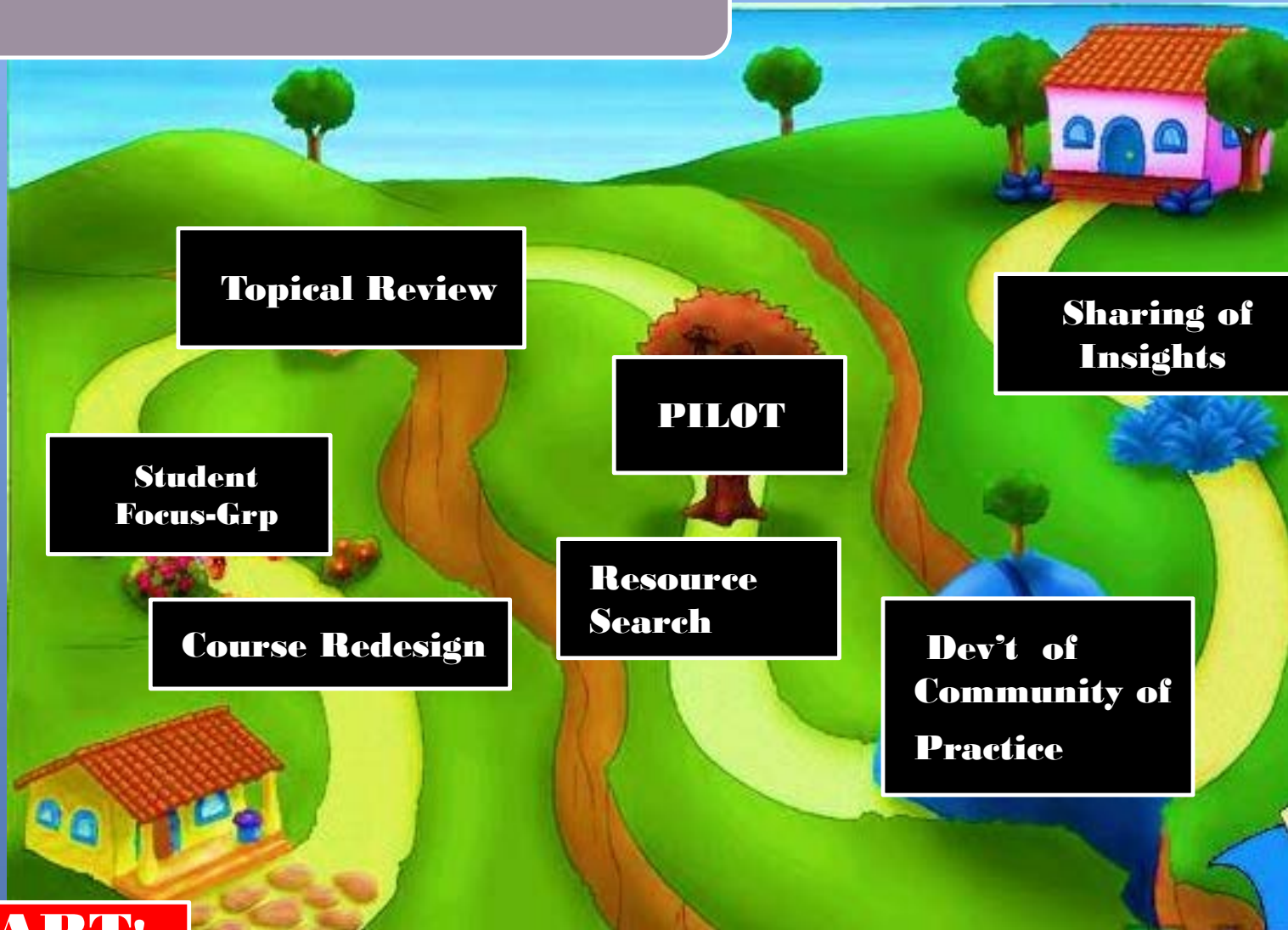
**HYBRID  
Community**

**Online**  
Email, Virtual  
Community, Wiki





Where are you along the path??



**START!**

# References

- Brookfield, S.D. (1990). *The skillful teacher*. San Francisco, CA: Jossey-Bass.
- Berrett, D. (2012). How 'flipping' the classroom can improve the traditional lecture. *The Chronicle of Higher Education*, Feb 19, 2012
- Center for Applied Special Technology (CAST). (2012). *Universal Design for Learning*. Retrieved from <http://www.cast.org/index.html>
- Fenwick, T. & Parsons, J. (2000). *The art of evaluation*. Toronto, ON: Thompson Publishing, Inc.
- Galea, S. (2012). Reflecting reflective practice. *Educational Philosophy and Theory*, 44(3). DOI: 10.1111/j.1469-5812.2010.0065.x
- Gardner, H. (2011). *Frames of mind: The theory of multiple intelligences* (3<sup>rd</sup> ed.). New York, NY: Basic Books. Retrieved from Sheridan College Library
- Herbers, S.M., Antelo, A., Ettlign, D. and Buch, A.M. (2011). Improving teaching through a community of practice. *Journal of Transformative Education*, 9(18). DOI: 10.1177/1541344611430688
- Ko, S. & Rosen, S. (2010). *Teaching online: A practical guide*. New York, NY: Routledge.
- Palloff, R. M. & Pratt, K. (2013). *Lessons from the virtual classroom* (2nd Ed). San Francisco, CA: Jossey-Bass.
- Parker, J.(2013). A New Scholarship of Classroom-based, Open, Communal Inquiry. *Teaching and Learning Inquiry: The ISSOTL Journal* 1(1), 23-33. Indiana University Press. Retrieved April 30, 2014, from Project MUSE database.
- Pratt, D. D. (1998). *Five perspectives on teaching adult and higher education*. Malabar, FL: Krieger.
- Schon, D. A. (1987). *Educating the reflective practitioner*. San Francisco, CA: Jossey-Bass.
- Scott, S.M., Spencer, B. & Thomas, A.M. (1998). *Learning for life. Canadian readings in*