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### 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)

Katye 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)

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# *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

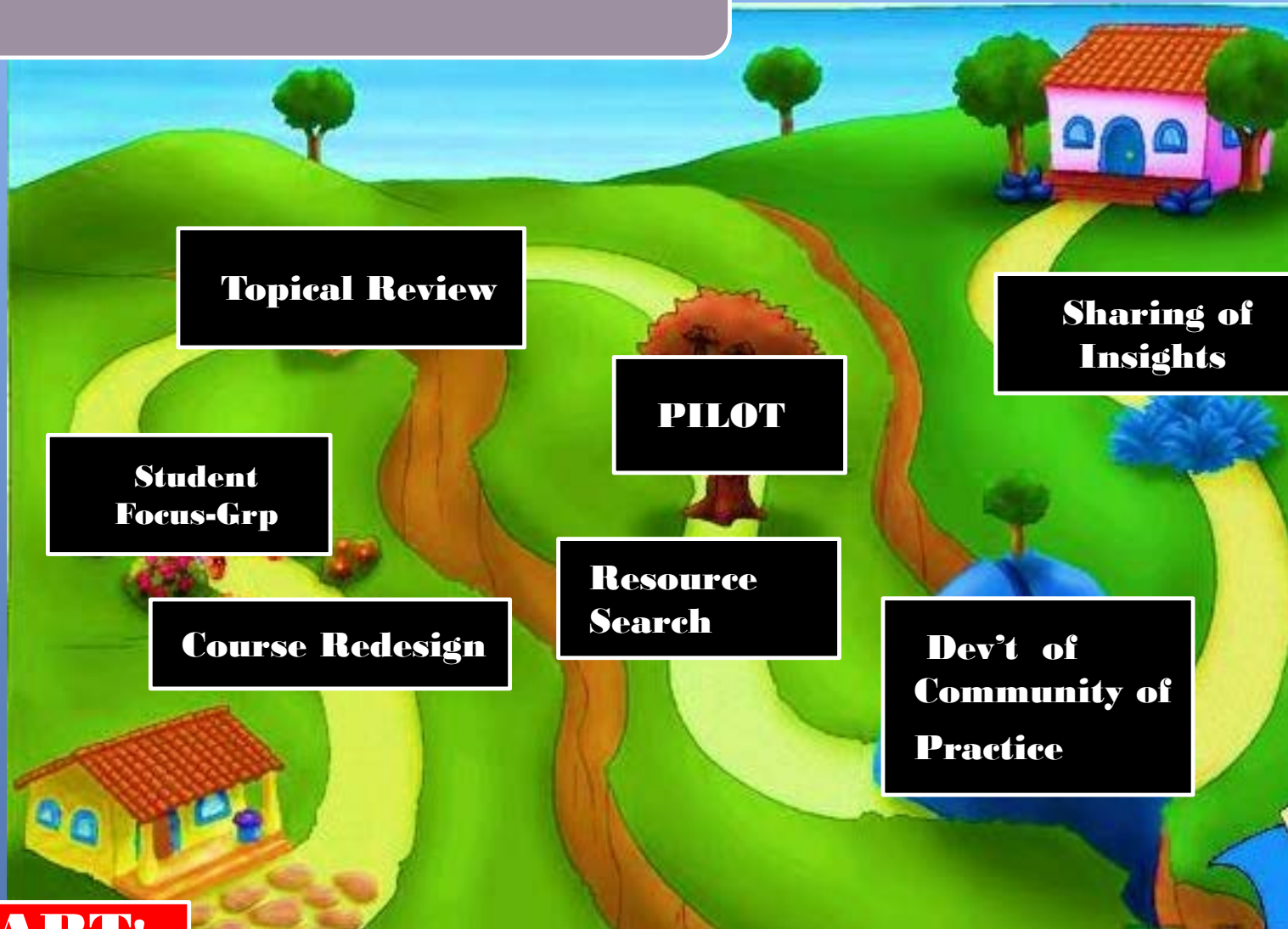
**HYBRID  
Community**

**Online**  
Email, Virtual  
Community, Wiki





Where are you along the path??



**START!**

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