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

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Stumbling Upon a Community of Practice

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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)
Stumbling upon our Goals

**Initial Goals**
- Course Redesign
- Increase Student Engagement

**Redefined Goals**
- Explore value of Community of Practice

**Context**
- Student-Focused
- 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)
Community Membership

- FT-Faculty & Coordinator w. Linguistics & TESL training
- 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.

Students

Publisher

F2F: Bi-Weekly Check-ins, Hallway encounters

HYBRID Community

Online: Email, Virtual Community, Wiki
Lessons Learned:
Impact on Pedagogy
Where are you along the path??

- Topical Review
- Sharing of Insights
- Student Focus-Grp
- PILOT
- Resource Search
- Dev’t of Community of Practice
- Course Redesign

START!
References


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