

ISSOTL 2022

**USING COMMUNITY OF PRACTICE
TO INFORM SOTL
TRANSFORMATION AND GROWTH
FIVE UNIVERSITY INSTRUCTORS' REFLECTIONS**



Sherry Breshears, Anita Chaudhuri, Jing Li, Saeed Sabzian & Bridget Trainor

LAND ACKNOWLEDGEMENT

We would like to acknowledge that UBC's Okanagan campus is situated in the unceded territory of the Syilx Okanagan Nation and their peoples.

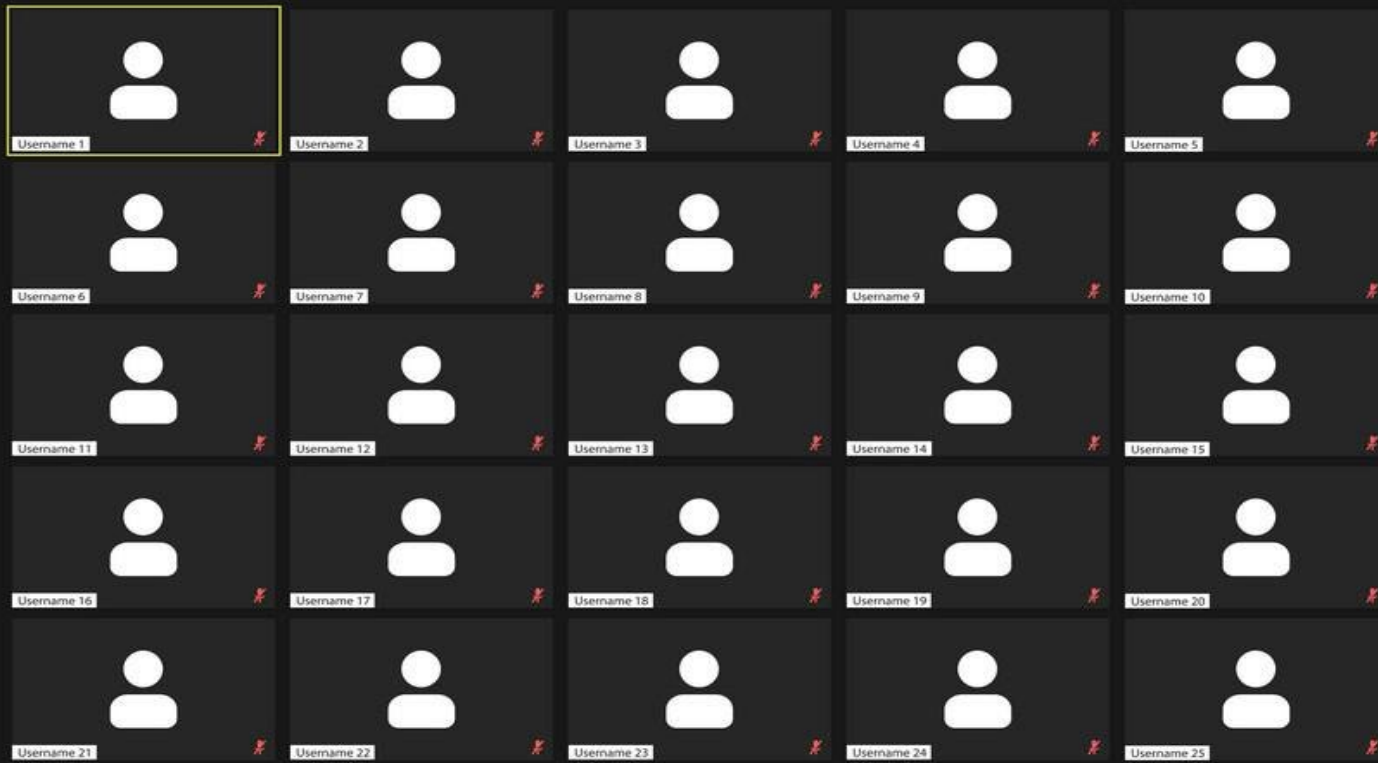


SESSION OBJECTIVES

- Live Action: *A lonely start to the year...*
- Communities of Practice (CoP)
- Research questions and method
- Instructors' reflections and emergent themes
- Q & A



A lonely start to the year



Manage Participants

Stop Video

Mute

Share

Invite

Chat

End Meeting



COMMUNITIES OF PRACTICE (CoP)

- CoP are dynamic and structured around common concerns, mutually beneficial discussions, supportive, and collegial environment (Tierney, Aidulis, Park & Clarke, 2020; Wenger, 2011; Wilson-Mah et al. 2021)
- CoP are spaces of “sustained and sustainable engagement with student learning” (Williams et al. 2013, p. 50)
- CoP as a micro-level SoTL activity can inform discussions at the meso-level of the institution. (Williams et al. 2013)



RESEARCH QUESTIONS AND METHOD

1. How have we developed as educators through our participation in the community of practice?
2. How has this community provided a space for growth and support as we navigate remote teaching and the unpredictable transition back to in-person teaching?

Duoethnography as a research method allowed us to:

- capture our individual experiences of teaching and learning in ENGL 109: Studies in Composition (Enhanced)
- “generate, interpret and articulate” stories as data (Norris, 2008, p. 234)
- “recall and reexamine...experiences of the phenomenon in the light of the written discussion.” (Norris, 2008, p. 234)



THEME: OUR COMMUNITY OF PRACTICE



THEME:
**Being Mentored into the
English 109 Community Of Practice**

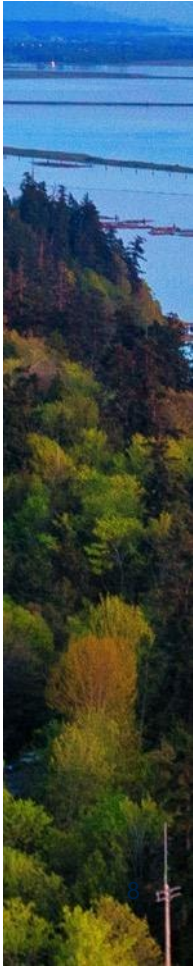
The group offered a human network that supported my professional development right from the beginning.



Canvas as a Space for Mentoring New Instructors

The screenshot displays the Canvas LMS interface. On the left is a dark blue sidebar menu with icons and labels for: Home, Announcements, Assignments, Discussions, Grades, People, Pages, Files, Syllabus, Outcomes, Rubrics, Quizzes, Modules, My Media, Media Gallery, Library Online Course Reserves, Chat, Item Banks, New Analytics, Course Evaluation, and Evaluation Reports. Below these are icons for Account, Dashboard, Courses, Calendar, Inbox, History, Commons, and Help. The main content area on the right shows three assignment sections:

- Summary 1 Assignment**
 - 109 Summary 1: Optional readings
 - Sample 1.docx
- Response 1 Assignment**
 - Sample 1.pdf
 - Secondary sources: Response 1
- Literary Analysis Samples**
 - SET 1 or 2: Literary Analysis - Class 1.pdf
 - SET 1: Literary Analysis - Handout.docx
 - SET 1: TAYLOR - Lost in Space.pdf
 - SET 1: Book Extract - Lecture 1.pdf
 - SET 2: ENGL109 Literary Analysis Assignment.docx



THEME: LEARNING TRAJECTORY

- Crises were opportunities of learning and knowing, through which we created meaningful coming together and navigated relationships with students and with each other while studying/working apart.
- Some examples of the instructors' efforts:
 - Virtual movie night (*Life of Pi*)
 - Worked with students to provide a Standing Deferred for those whose countries were experiencing political unrest.
- Collectively, we sought to re-engage our students in a vibrant life in the virtual community.



THEME: INCORPORATING AN EDI PERSPECTIVE INTO INSTRUCTIONAL PRACTICE

- Reflective notes from Bridget on International students:
 - *“Kita et al. (2022) found first-year and international students to be the most profoundly affected student group; this resonates with me because this is who I teach. As I sat in my basement storage room, students were tuning in from Kelowna and Vancouver, but they were also reaching out from Beijing, Mumbai, and Tunis.”*
- ENGL 109 classes are made up of a diverse body of students. Remote teaching created unique challenges.
- Crises were spaces of developing solidarity, empathy, compassion, perspective-taking, and more.



THEME: SHARED PRACTICE

- The argument: While communities of practice are characterized by “mutually beneficial discussions, supportive, and collegial environment” (Wenger-Trayner), my experience shows that these qualities develop if community members identify around common concerns and problems. These qualities are necessitated by situation, out of need.
- My experience with ENGL 109 CoP pre-&-Post COVID demonstrate different qualities in the same community.
- As illustrated in Bridget’s Zoom screenshot, we had to meet the unknown with emerging issues that challenged my in-person pedagogical skills
 - Jing’s explanation of equity
- Identification: We think that each of us identified with members of the team around common adversarial issues, and this generated cooperation.



THEMES

- Trust and accountability
- Being mentored into the English 109 CoP (spirit of giving)
- Experience of teaching the course as a learning trajectory
- Incorporating EDI perspectives and developing a sense of solidarity (to support, care, and show generosity)
- Feeling empowered in shared practice and problem solving



References

- Burke, K. (1969). *A Rhetoric of Motives*. Berkeley and Los Angeles: University of California Press.
- Kita, Y., Yasuda, S., & Gherghel, C. (2022). Online education and the mental health of faculty during the COVID-19 pandemic in Japan. *Scientific Reports* 12(8990), 1-8. www.nature.com/scientificreports
<https://doi.org/10.1038/s41598-022-12841-x>
- Kolb, A.Y., & Kolb, D. A. (2005). Learning styles and learning spaces: Enhancing experiential learning in higher education. *Academy of Management Learning & Education* 4(2), 193-212.
<https://web.s.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=0&sid=7ff3fe6a-6d04-4ea7-a4f5-6ef56eb32f51%40redis>
- Norris, J. (2008). Duoethnography. In L. Given (Ed.), *The Sage encyclopedia of qualitative research methods* (pp. 234–237). Thousand Oaks, CA: Sage.
- Tierney, A. M., Aidulis, D., Park, J., & Clark, K. (2020). Supporting SoTL development through communities of practice. *Teaching and Learning Inquiry*, 8(2), 32-52. <https://doi.org/10.20343/teachlearningqu.8.2.4>
- Wenger (2011). Communities of practice: A brief introduction. <http://hdl.handle.net/1794/11736>
- Wenger, E., & Wenger-Trayner, B. (2015). Communities of Practice: A Brief Introduction. Introduction to Communities of Practice. wenger-trayner.com
- Williams, A. L., Verwoord, R., Beery, T. A., Dalton, H., McKinnon, J., Strickland, K., Pace, J., & Poole, G. (2013). The power of social networks: A model for weaving the scholarship of teaching and learning into institutional culture. *Teaching and Learning Inquiry*, 1(2), 49-62. <https://doi.org/10.20343/teachlearningqu.1.2.49>
- Wilson-Mah, R., Axe, J., Childs, E., Hamilton, D., & Palahicky, S. (2022). A collaborative self-study: Reflections on convening a SoTL community of practice. *International Journal for the Scholarship of Teaching and Learning*, 16(2)
<https://doi.org/10.20429/ijstl.2022.160204>



THANK YOU!

QUESTIONS?

Are you involved in a CoP?

What does your CoP look like?

How do you benefit from such a forum?

Any challenges?

