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USING COMMUNITY OF PRACTICE TO INFORM SOTL TRANSFORMATION AND GROWTH

FIVE UNIVERSITY INSTRUCTORS' REFLECTIONS

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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.
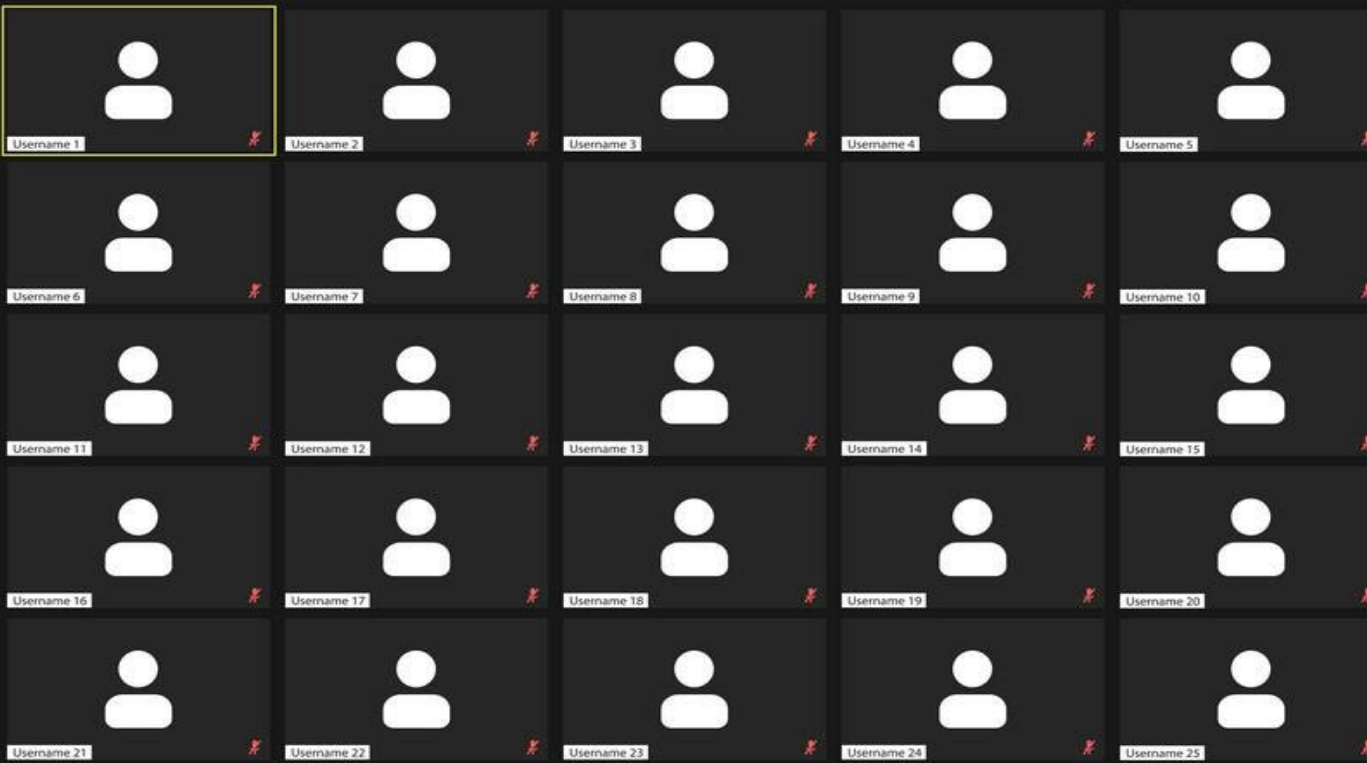
SESSION OBJECTIVES

- 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

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)
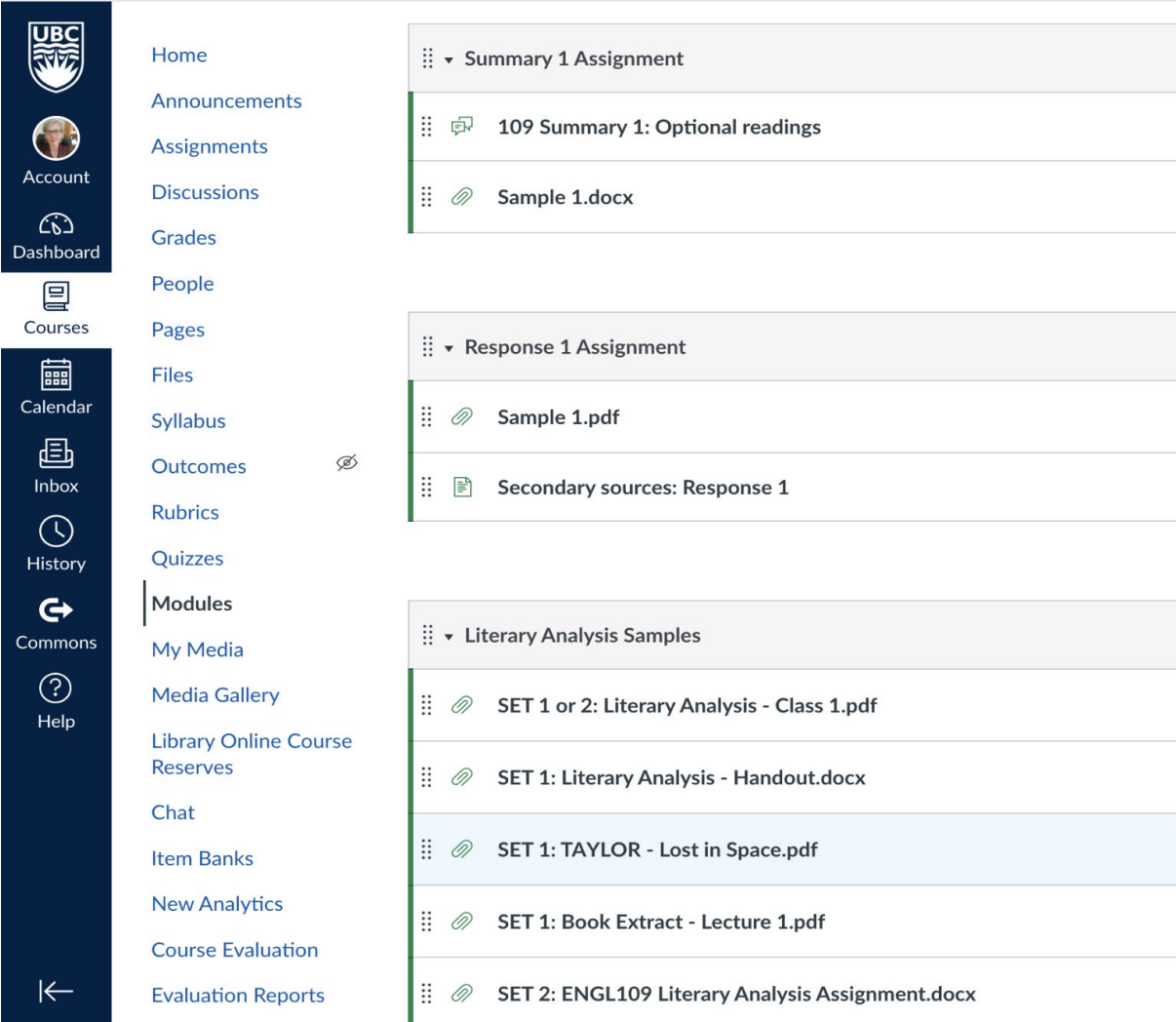
THEME: OUR COMMUNITY OF PRACTICE

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

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:
  - o Virtual movie night (*Life of Pi*)
  - o 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

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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?