Communities of Practice as a Transformational Learning Intervention

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Summary

➢ Research Questions
➢ Theoretical Frameworks and Concepts
➢ Two Studies/Reports Completed
➢ Future Research and Practice
Research Questions

❖ What educational experiences contribute to ECE seniors’ success in the senior design capstone year?

❖ What instructional practices best facilitate these transformative educational experiences?
Transformative Learning Theory

Mezirow’s Phases of Meaning

- Dilemma
- Reintegration
- Self-confidence
- New roles
- Acquire skills
- Exploration
- Plan action
- Self-examination
- Self-assessment
- Recognition of discontent

Paolo Freire’s Emancipatory Transformative Learning Model

- Reflection
- Scholarship
- Liberation
- Praxis
- Action
- Concientização
Study/Report 1: Broad Literature Review

+ Qualitative methodology
+ Key influencers:
  - Critical awareness of culture
  - Professional identity development
  - Participation in communities of mentoring and learning
  - Holistic skill integration through reflection
  - The development of professional integrity through affective awareness
Study/Report 2: Interventions

- Implemented Influencers
- Auto-ethnographic teaching narratives: culture
- Two programmatic interventions:
  - The Junior Design Year
  - Communities of Practice
- Qualitative and Quantitative survey data results:
  - Blended understanding
  - Crossroads of questioning
  - Community consciousness
Recommendations

❏ Continue Junior Design and Community of Practice Programs
❏ Increase inclusivity of culture through faculty consciousness-raising dialogues
❏ Deeper investigation into diverse student experience in CoPs
❏ Expansion of CoPs:
  ❏ More consistency
  ❏ More opportunities to engage
  ❏ Broader outreach
References


