



Towards a purposeful professional learning model for academics to support pedagogical change

Denise Wood, Amita Krautloher

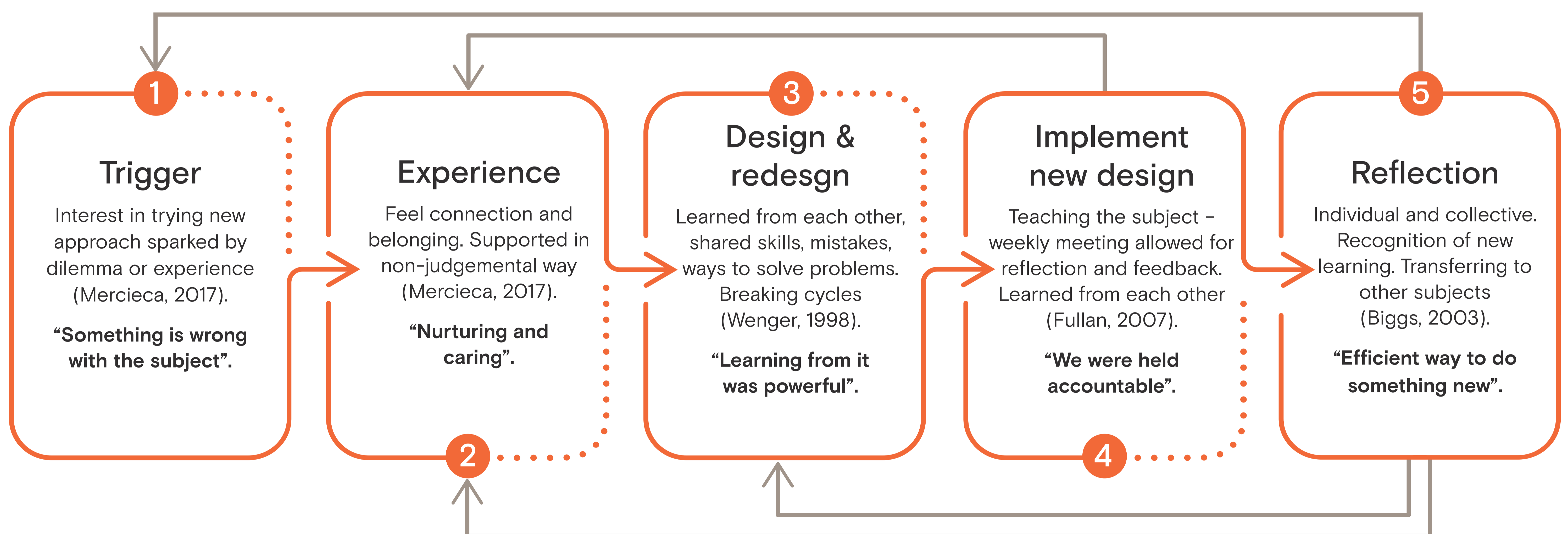


Initial seeding experience

Members attended a traditional professional learning conference presentation about interactive orals. Wanted to try the concept in their subject.

Case study: Community of Practice (CoP) focussed on implementing Interactive Orals Assessment (IOA) tasks

- **5 core cross faculty academics** met regularly from December 2020.
- Another **5 members joined** later.
- **Designed/redesigned 9 subjects** with IOA.
- Focus group explored the **impact on academic practice**.



Why was the CoP a purposeful professional learning model for academics to support pedagogical change?

Personal development

“Expanded my network fantastically”.

“My release from being in a silo”.

“Nuggets of gold from others”.

“It was more about learning from others”.

“Gave me confidence”.

- **Peer support:** By supporting others, learned about assessment without knowing content (Lave & Wenger, 1991).
- **Belonging:** Sense of belonging to a group with desire to do things differently (Zou, 2019).
- **Challenge:** Challenged each other to try new things (Zou, 2019).
- **Support:** Impact of mentor/facilitator to provide support and create resources to help (Tummons, 2014).
- **Success:** Feedback, more success (Fabriz et al, 2019).

“Without it [CoP], we could not have implemented the new assessment approach”.

Practical development

“My teaching was hugely improved”.

“It really clarified the order I needed to teach content”.

“The kinds of skills I needed to incorporate into the process of learning for students”.