



## REFLECT

Think of a colleague or group of colleagues you learn from. What do they do to contribute to your learning? Provide as much detail as you can.

## PRINCIPLES OF SOCIAL AND SITUATED LEARNING

### **LEARNING IS SOCIAL.**

Learning happens in social environments; people acquire knowledge, skills, attitudes, skills, and strategies by observing others.

### **MEANING IS CONSTRUCTED.**

Learning is a cognitive process of constructing meaning: it is how people make sense of their experience.

### **KNOWLEDGE IS SOCIALLY CONSTRUCTED.**

Engaging socially, and talking about shared problems or task leads to learning. Meaning making is a dialogic process involving people in conversation.



## PUTTING SOCIAL LEARNING TO WORK

<b>1</b> Identify people with interest, ability, and passion.	
<b>OUR PARTNERS</b> <i>Internal Partners</i> <ul style="list-style-type: none"> <li>✓ Archivists</li> <li>✓ Data Services</li> <li>✓ Digital Scholarship Services</li> <li>✓ Instructional Technologists</li> <li>✓ Reference Colleagues</li> </ul> <i>External Partners</i> <ul style="list-style-type: none"> <li>✓ Center for Teaching</li> <li>✓ Upright Citizens Brigade Improv</li> </ul>	<b>YOUR PARTNERS...</b>
<b>2</b> Provide infrastructure, resources, and coordination.	
<b>OUR SOCIAL CONTEXTS</b> <ul style="list-style-type: none"> <li>✓ Professional Development breakfasts and lunches</li> <li>✓ Pedagogically themed “Soirees” with wine and cheese</li> <li>✓ Casual forums for <i>Framework</i> discussion</li> <li>✓ End-of-Semester debrief parties</li> <li>✓ Retreats for core instruction team</li> </ul>	<b>YOUR SOCIAL CONTEXTS...</b>
<b>3</b> Assess by capturing, collecting, and sharing stories.	
<b>OUR SOCIAL ACTIVITIES</b> <ul style="list-style-type: none"> <li>✓ People Bingo</li> <li>✓ 2 Truths and a Lie</li> <li>✓ Cards Against Librarianship</li> <li>✓ Improv Workshop</li> <li>✓ Center for Teaching Workshops</li> </ul>	<b>YOUR SOCIAL ACTIVITIES...</b>



## COMMUNITY OF PRACTICE

“Groups of people informally bound together by shared expertise and passion for a joint enterprise.” (Wenger, 2000)

“A group of people with special expertise in an area of cultural practice.” (Wang, 2011)

	Community of Practice	Formal Work Group	Project Team	Informal Network
Purpose	To develop members capabilities to build and exchange knowledge.	To deliver a product or service.	To accomplish a specific task.	To collect and share information.
Who belongs	Members who select themselves.	Everyone who reports to the group’s manager.	Employees assigned by senior management.	Friends and acquaintances.
What holds it together	Passion, commitment, and identification with the group’s expertise.	Job requirements and common goals.	The project’s milestones and goals.	Mutual needs.
How long it lasts	As long as there is interest in maintaining the group.	Until the next reorganization.	Until the project has been completed.	As long as people have a reason to connect.

## REFERENCES

- Chaiklin, S., & Lave, J. (1993). *Understanding practice: Perspectives on activity and context*. Cambridge University Press.
- Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge University Press.
- Wang, L., Bruce, C., & Hughes, H. (2011). Sociocultural theories and their application in information literacy research and education. *Australian Academic & Research Libraries*, 42(4), 296-308.
- Wenger, E. (1998). *Communities of practice: Learning, meaning, and identity*. Cambridge university press.
- Wenger, E. C., & Snyder, W. M. (2000). Communities of practice: The organizational frontier. *Harvard Business Review*, 78(1), 139-146.
- Zald, A. E., Gilchrist, D. (2008). Instruction and program design through assessment. IN *Information literacy instruction handbook*, 164-192. [http://digitalscholarship.unlv.edu/lib\\_articles/146](http://digitalscholarship.unlv.edu/lib_articles/146)