COMMUNITIES OF PRACTICE AND PATHWAYS
Vanguard Group I: Davin Kubota

OVERVIEW: For ENG 100 this semester, 5 groups were created. The groups were arranged around academic clusters: future nurses and doctors, the artistes, social scientists, hospitality agents, and chefs of the world. These groups roughly correspond to the majors at this institution. Participation and attendance amongst the group was incentivized and specific roles were also crafted, along the lines of a guild mentality or RPG motif common to gaming: tank, scribe, healer, corollary support.

Groups were encouraged to also pursue essay and project pathways that conveyed more individual and group-based relevance to each project.

Next semester, I hope to work more on assessment of individual and group self-perception of performance.

In addition, I recognize that I need to do a better job of allowing for more rotation of roles and also to put a greater emphasis on group-task management, further decentralizing my classroom role.

How it worked/Outcomes

• For a 0745 am class, there are still 17 active students, but again, it's difficult to discern if the guild structure promoted that decrease in attrition.
• The college already seems invested in pathway courses and in collaborative learning circles; after all, that seems to be the entire rationale for these C4 groups.
• Next semester, I will create and use a more consistent rubric assessment that articulates student and group perceptions of efficacy and agency.

Contact Information:
davink@hawaii.edu
X9170
www2.hawaii.edu/~davink

Motivation/Purpose
In ENG 100, there is a competitive and individualized ethos in classes such that the role of the group becomes decentralized; as such, there is often no intrinsic nor extrinsic motivation towards collectively building towards a group goal.

Aim/Goals/Intended Outcomes
Since part of the joy of any face to face course is peer interaction, I wanted to parallel the C4 concept of Communities of Practice within my course, thereby empowering students to foster good rapport-based habits involving the following: effective task management, problem-based learning, active listening, and mutual respect for co-learners, including the teacher.

Resources and Constraints
Maryknoll model of academies; Constraints: external factors such as if the students are attending or not attending for reasons other than their group-building.