Mobile Communities of Practice (mCoP): Creating Sustainable Change within Linked Learning Green Pathway Schools

Dr. Manisha Javeri
Audra Whaley
Abdul Sindi
Research Assistants
Rohan Goel
App Developer
Cal State LA & Linked Learning

- The California Linked Learning District Initiative funded by the James Irvine Foundation
- Focus on how to create sustainable and high-quality Linked Learning pathway programs
- Linked Learning 2020 Research Agenda “A Suite of Studies of Quality, Sustainability, and Continuous Improvement”
- Career and technical education
- Work-based learning
- Student supports
- Rigorous academics
- Communities of Practice
Communities of Practice
(Wenger-Trayner & Wegner-Trayner, 2015)

Members identify by a shared domain of interests, concerns, or problems that they are committed to.

**Community:** mCoP stakeholders interact regularly so to improve, students display work, industry partners are more involved

**Domain:** mCoP K-12 CTE teachers share Green pathway concerns and Social Justice issues.

**Practice:** mCoP platform to sustain quality Green Pathway programs through collaboration

**Committed Practitioners** that develop domain specific resources: tools, experiences, cases, and stories that display a shared practice.
Goals

- Build a sustainable Community of Practice (CoP) within a Linked Learning (LL) Green pathway program
- Develop an interactive mobile application for social change within the Green Pathway CoP
- Create a website to host and exchange information
- Align with the Linked Learning 2020 research agenda

Research Questions

1. What are the challenges and successes associated with creating a sustainable Linked Learning Pathway (particularly Green pathways)?
2. What are the best practices related to Linked Learning Green pathways?
3. How effective, efficient, and appealing are Mobile Communities of Practice (m-CoP) in building sustainable connections among LL stakeholders?
Literature Review

- Linked Learning framework encourages Communities of Practice (Atterbury, 2014)
- CoP perspective affects an educational organization Internally, Externally, and Over the Lifetime of the Students (Wenger & Trayner & Wenger & Trayner, 2015)
- Technology tools lead to more meaningful participation (Wenger et al., 2005)
- Technology can support a CoP (Byington, 2011)
- Virtual CoP: Technology as primary communication (Dubé, Bourhis, & Jacob, 2005)
  - Social group work courses (Davis, & Goodman, 2014)
  - mCoP
- No facilitated network through which Green Pathways teachers can articulate a common vision and goals, map resources and supports, identify gaps, and coordinate or collaborate to address them (Potochnik & Romans, 2015)
Methodology

- **Mixed Methods**
  - Qualitative & Quantitative data collected simultaneously

- **Participants**
  - K-12 Career Technical Education teachers, students, & industry partners

- **Instruments**
  - Survey: mCoP effectiveness, efficiency, and appeal
  - Focus Group & Interview questions

- **Data Collection & Analysis**
  - In person and Zoom chatroom recordings
  - Feedback surveys in person
  - Systems Approach
Preliminary Data

Focus Group Interviews
- Establish Green Pathway cohorts
- Partnerships that bridge the "elementary school gap" and transfer to middle school
- Match high school and college students to mentor younger students
- Industry/Green Pathway Partnerships

Survey: mCoP feedback
- Project Management features needed
- Newsfeed and posting capabilities need
- User friendly UI
- IOS Version
Current Features

Navigation Drawer  Feed Updates  Chat Component  Profile Component
Roadmap 2019-2020

- Project Management Component
- More Dynamic Rich UI
- Location Services
- Push Notifications
- Registration Web Form
- IOS App
Contact

Abdul Sindi
asindi@calstatela.edu