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

### 1
Identify people with interest, ability, and passion.

**OUR PARTNERS**

*Internal Partners*
- ✓ Archivists
- ✓ Data Services
- ✓ Digital Scholarship Services
- ✓ Instructional Technologists
- ✓ Reference Colleagues

*External Partners*
- ✓ Center for Teaching
- ✓ Upright Citizens Brigade Improv

**YOUR PARTNERS**

### 2
Provide infrastructure, resources, and coordination.

**OUR SOCIAL CONTEXTS**
- ✓ Professional Development breakfasts and lunches
- ✓ Pedagogically themed “Soirees” with wine and cheese
- ✓ Casual forums for Framework discussion
- ✓ End-of-Semester debrief parties
- ✓ Retreats for core instruction team

**YOUR SOCIAL CONTEXTS**

### 3
Assess by capturing, collecting, and sharing stories.

**OUR SOCIAL ACTIVITIES**
- ✓ People Bingo
- ✓ 2 Truths and a Lie
- ✓ Cards Against Librarianship
- ✓ Improv Workshop
- ✓ Center for Teaching Workshops

**YOUR SOCIAL ACTIVITIES**
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)

<table>
<thead>
<tr>
<th>Community of Practice</th>
<th>Formal Work Group</th>
<th>Project Team</th>
<th>Informal Network</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose</td>
<td>To develop members capabilities to build and exchange knowledge.</td>
<td>To deliver a product or service.</td>
<td>To accomplish a specific task.</td>
</tr>
<tr>
<td>Who belongs</td>
<td>Members who select themselves.</td>
<td>Everyone who reports to the group's manager.</td>
<td>Employees assigned by senior management.</td>
</tr>
<tr>
<td>What holds it together</td>
<td>Passion, commitment, and identification with the group's expertise.</td>
<td>Job requirements and common goals.</td>
<td>The project's milestones and goals.</td>
</tr>
<tr>
<td>How long it lasts</td>
<td>As long as there is interest in maintaining the group.</td>
<td>Until the next reorganization.</td>
<td>Until the project has been completed.</td>
</tr>
</tbody>
</table>

REFERENCES


