

The Scholar-Practitioner Model as a Basis for Promoting Researcher, Practitioner, and Educator Collaboration in Physical Science and Information Technology Graduate Education

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Fielding Graduate University

λ **Free standing graduate school, mostly doctoral students** (as of May, 2005)

□ **Schools of**

- **Education (Doctoral n=310)**
- **Human & Organizational Development (Doctoral n=435)**
- **Psychology (Doctoral n=504)**
- **Masters and Certificate students (n=277)**

λ **~1500 students, ~100 faculty**

λ **Distributed throughout U.S.,**

- **Small numbers & growing in Europe, Asia**



Fielding Scholar Practitioner Model

- λ **Starts with assumption of self-directed, collaborative, learning among researchers, practitioners, educators, and students to produce Scholar Practitioners integrating research & practice.**
- λ **Faculty & students are distributed throughout U.S. & more; therefore, learning occurs, collaboratively, in 1:1, 1:many, many:1, many:many relationships facilitated by technology & including some F2F.**
- λ **The complete model is summarized in a 3-page document that will be on the website; and, explained for this context in a full paper to be on the website.**

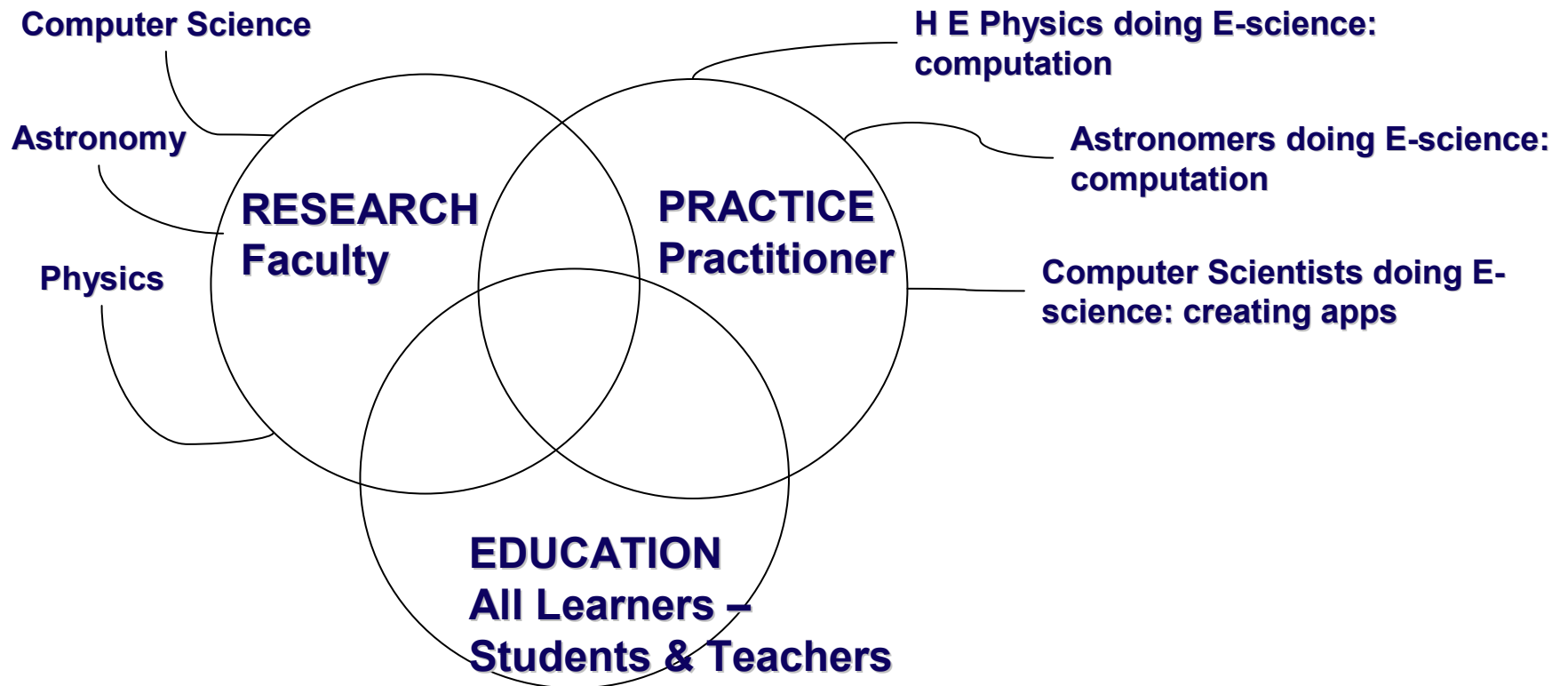


Fielding S-P Model Results

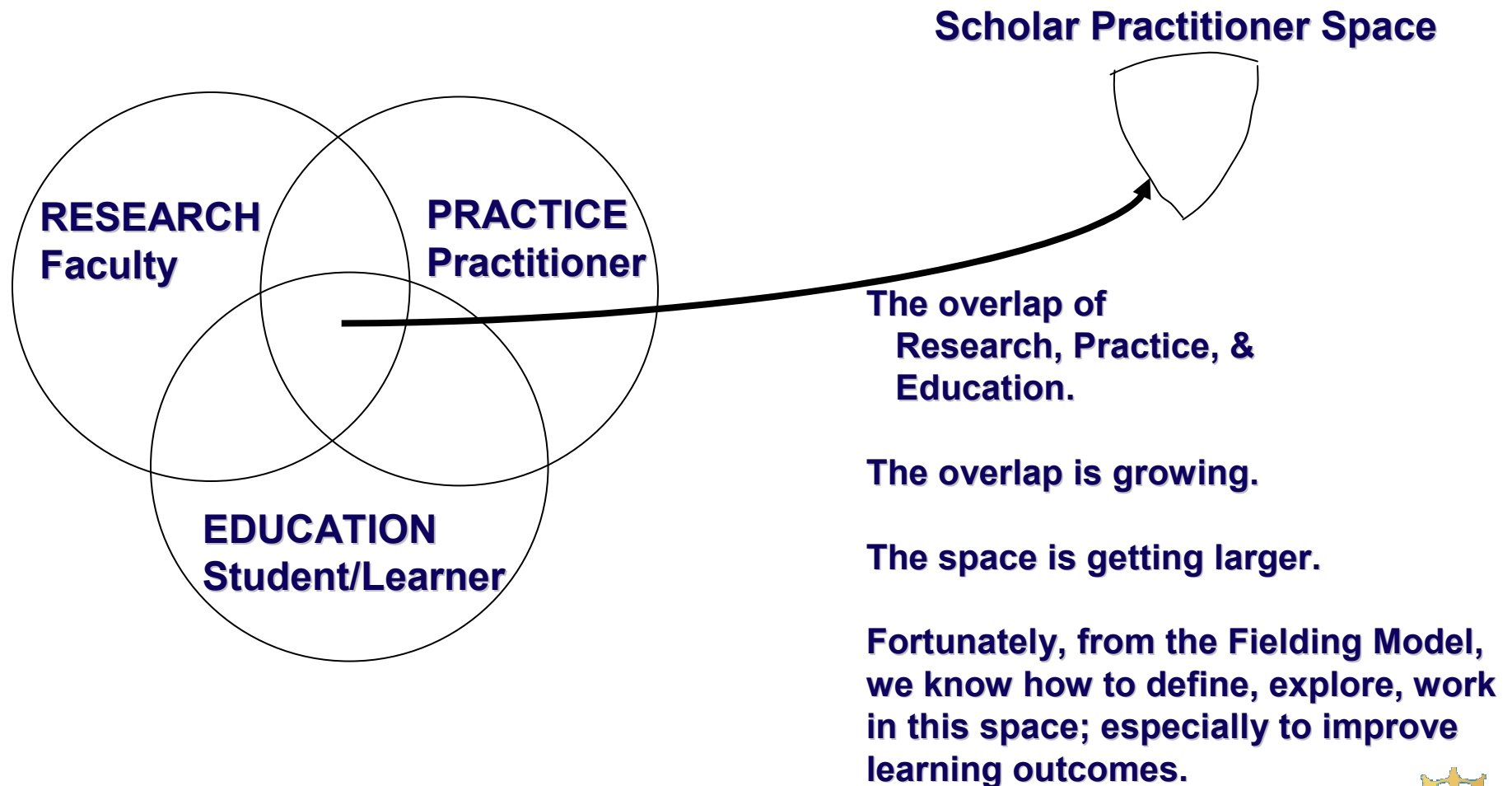
- λ **Over 30 years of producing doctoral Scholar Practitioners working collaboratively to integrate research & practice across many psychological, organizational, and educational science domains (n= \sim 2500).**
- λ **Faculty, students, & alums publishing in wide array of venues, including journals and books.**
- λ **Faculty & students starting to seek funding to support research with slowly increasing success.**
- λ **Alums sought after for faculty positions in schools now developing online, distance-oriented educational programs.**



PASI -- WHO ARE WE INTERESTED IN?



PASI -- WHAT ARE WE INTERESTED IN?



What Defines Scholar Practitioner Space?

- λ **Components of scholar practitioner space (4 components)**
- λ **Contextual elements of scholar practitioner space (5 elements)**



Definition of Scholar Practitioner Space

λ Components of S-P Space

- learning centered learning model
 - central assumption that all participants are co learners

- scholar practitioner model
 - central assumption that all participants potentially contribute to and get reward from integrating research & practice

- scholarship model inclusive of scholar practitioner
 - not addressed here; traditional models of scholarship are limited; must expand to value and reward S-P effort; separate paper that can go on website

- activities and processes of scholar practitioner space
 - specific activities; lead to Community of Practice



Definition of Scholar Practitioner Space

λ Contextual elements of Scholar Practitioner (S-P) Space

- collaborative view of learning
- learner centered view of learning
- distributed, distance-free view of learning
- adult learner view of learning
(everyone has expertise to offer v. novice views)
- transformational view of learning
(discussed in longer paper to be on website)



What Defines Learner in the S-P Space?

- λ **Characteristics of S-P learner (3 characteristics)**
- λ **Parameters of S-P learner learning model (9 parameters)**
- λ **Activities / processes of a collaborative learning model (4 processes)**



Definition of Learner in S-P Space

λ Characteristics of S-P learner; exist on following continua

- self directing learner ← → other directed
- research & practice integrating learner ← → discipline separation
- learner in a distributed environment ← → local learning



Definition of Learner in S-P Space

λ Parameters of learning model; each parameter a dimension on following continua

<input type="checkbox"/> learner centered	←	→	teacher centered
<input type="checkbox"/> problem focused	←	→	subject focused
<input type="checkbox"/> inquiry directed	←	→	answer directed
<input type="checkbox"/> holistic	←	→	reductive
<input type="checkbox"/> experiential	←	→	didactic
<input type="checkbox"/> collaborative	←	→	competitive
<input type="checkbox"/> integrative	←	→	discipline-focused
<input type="checkbox"/> constructivist	←	→	transmission-based
<input type="checkbox"/> person-centered	←	→	role-centered



Definition of Learner in S-P Space

λ **Activities/processes of collaborative learning process**

- Identify / pose problem**
- Active dialogue**
- Collective action**
- Reflective discourse**
 - usually leading to new problem, and new cycle...



How to facilitate work in S-P space

λ Need to

- Provide the means for identifying & supporting the components, context, parameters, & characteristics described above.
- Enable the activities that occur in collaborative, co learning

λ Models which “provide the means” and “enable the activities” for collaborative, co learning

- Learning Community
- Community of practice (CoP)
- ... there are many other possibilities



Community of Practice per Fielding Model

- λ **What we have learned from the Fielding Model suggests the following for a CoP.....**
- λ **Set context by defining**
 - General goals of CoP effort**
 - General goals for scholar practitioner**
- λ **Within the context of CoP, identify & engage**
 - General goals for individual**
 - General goals with respect to each other in CoP**
 - Potential characteristics & roles of individuals in CoP**
 - Activities / processes in the CoP**
- λ **Result**
 - Shared understanding of the scholar practitioner space**



CoP – Set the Context

- λ **General goals of a CoP are for all members to**
- work collaboratively**
 - consciously integrate Research, Practice, Education**
 - continually learn, reflecting on Research, Practice, and Education**



CoP – Set the Context

λ General goals for each scholar practitioner in a CoP are

- self direction
- to explore knowledge potential of S-P space
- to enhance practice, as well as research development
- to further inform meaning of S-P role
- to include multiple environments of all S-P participants
- to critically reflect on self as well as research, practice, & education



CoP – Identify & Engage

λ **Individual scholar practitioner goals are to**

- construct own learning objectives**
- construct own personal meaning**
- plan & evaluate own, ongoing learning**



CoP – Identify & Engage

- λ **With respect to the following processes, each scholar practitioner should communicate own capabilities/limitations & understand same for others in CoP**
- self-directed processes**
 - collaborative processes**
 - critical reflection processes**



CoP – Identify & Engage

- λ **Within the context of CoP, recognize potential characteristics and roles of each scholar practitioner that may be different at various times**

- λ **Characteristics**

(each characteristic on a continuum)

independent ← → dependent

interested ← → uninterested

involved ← → uninvolved

self directed ← → other directed

- λ **Roles**

coach

guide

facilitator

mentor

- λ **These turn up in our interactions with each other; the goal is be flexible and move in & out of roles in response to characteristics of other CoP members.**



CoP – Identify & Engage

λ **Activities / processes necessary for collaborative work in the CoP**

- Define & pose problems relevant to the S-P space**
- Engage in active dialogue addressing problem presented**
- Take collective action based on problem and dialogue**
- Critically reflect on outcome through discourse and dialogue**

λ **to produce increased knowledge in S-P space**



Next Step

- λ **Form CoPs within the PASI group**
- λ **Develop / pose problem for each CoP to address**
- λ **Provide means for CoP getting started**

