

Weaving New Threads into the Geoscience Community of Practice: Insights from Lightning Interviews at the EER 2015, 2016, 2017

Kim A. Kastens (Lamont-Doherty Earth Observatory of Columbia University, kastens@ldeo.columbia.edu)

What is a Lightning Interview?

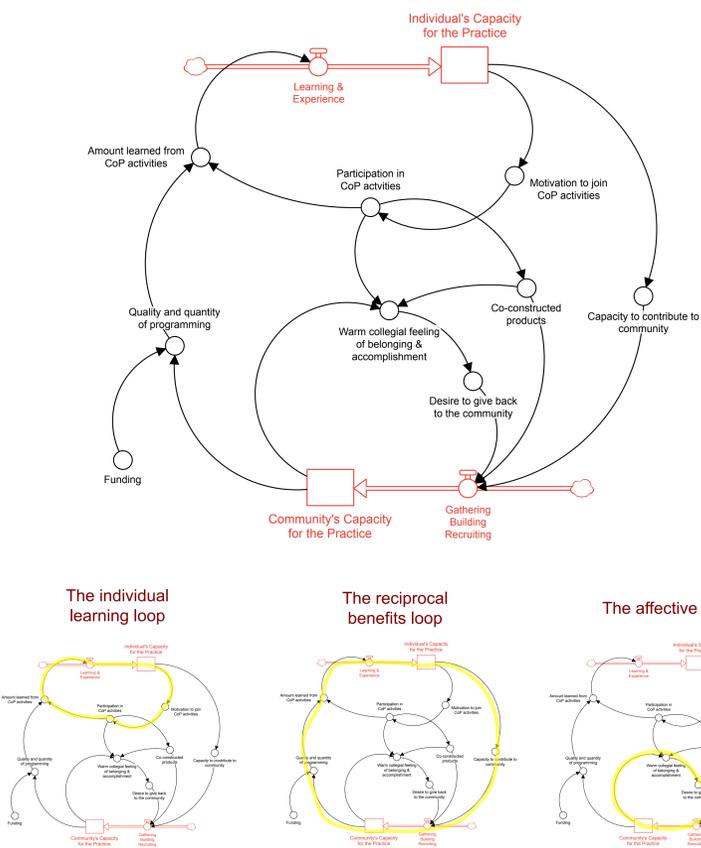
“Lightning interview” is a term I have been using for interviews that are *fast* and *illuminating*.

During the 2015, 2016 and 2017 Earth Educators’ Rendezvous, I approached hundreds of meeting attendees in the hallways, asking for < 5 minutes for a short interview about their Rendezvous experience. Maybe you were one?

What is a Community of Practice (CoP)?

A community of practice is a group of people who share a passion for something they do, and interact regularly for the purpose of improving their practice. One of the goals of the Rendezvous is to strengthen the geoscience education CoP.

The EER lightning interviews were intended to probe if and how that strengthening is happening. The theoretical framework is a model published by Kastens & Manuca (2017), which envisions effective CoP’s as being driven by three intertwined reinforcing feedback loops.



Kastens, K. A., & Manduca, C. A. (2017). Leveraging the power of community of practice to improve teaching and learning about the Earth. *Change: The magazine of higher learning*, 49(5), 14-22.

For more about the InTeGrate project, visit serc.carleton.edu/integrate.

2015: New connections: what kind they are, and how they formed

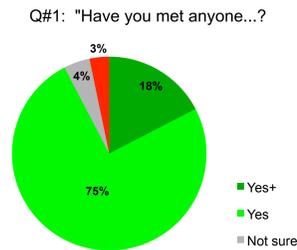
Questions:

#1: Here at the Rendezvous, have you met anyone that you would like to collaborate with, continue to be in touch with, or work with after the meeting?

#2: What would be the nature of the ongoing interactions or work that you have in mind?

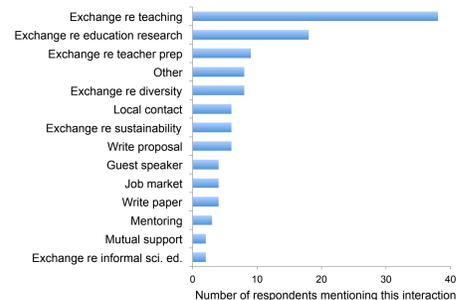
#3: Where at the Rendezvous did you meet them?

n = 92 (31% of conference registrants)



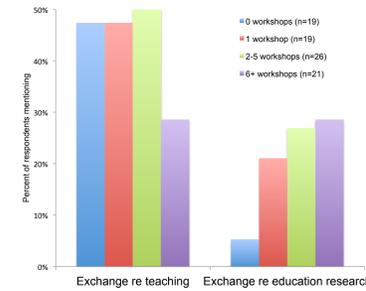
Almost everyone met someone they would like to continue to interact with.

Q#2: "What kind of ongoing interaction...?"

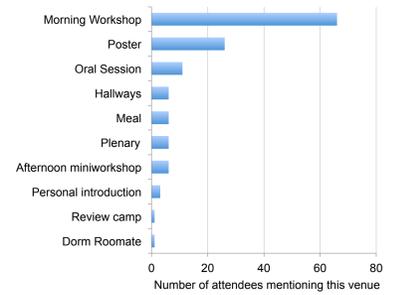


The most common desired future interactions were exchanges concerning interests in teaching or education research. Relative newcomers were more likely to plan exchanges around teaching, while veteran members of the community look forward to exchanges around education research.

Q#2 by prior workshop attendance



Q #3: "Where did you meet...?"



The multi-day morning workshops were the best venue for finding colleagues for on-going interactions.

2016: Testing the reciprocal feedback loop

Questions:

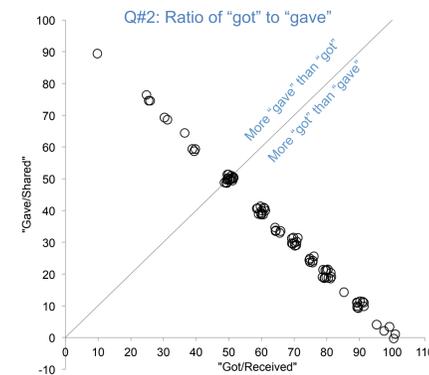
#1a: So far, have you gotten something out of the Rendezvous that you expect to be able to use in your work? Could you give me one example?

#1b: And so far, do you feel that you have been able to give back something to the Rendezvous or to individuals here at the Rendezvous that they will be able to use in their work? Could you give me one example? [Questions 1a and 1b were not coded]

#2: So we have an example of something you have been able to get from the Rendezvous and an example of something you have been able to give to the Rendezvous or to other Rendezvous participants. (*hand gestures for give and get*). Now, would you be able to give me a sense of the ratio, the balance, between what you have gotten out of the Rendezvous and what you have given to the Rendezvous so far? (*hand gesture for balance*)

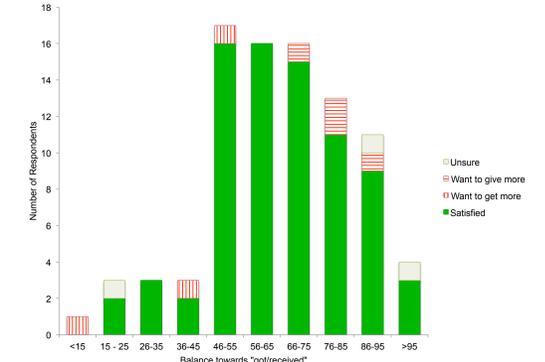
#3: And finally, are you satisfied with the balance between getting and giving that you have been experiencing here at the Rendezvous, does this ratio seem about right to you? [If not satisfied] What would be a better balance?

n = 92 (30% of conference registrants)
Of these, 87 were able to give a quantitative response to #2.



Almost everyone reported both giving to and getting from the Rendezvous, consistent with the reciprocal feedback loop. More respondents reported a preponderance of “Got” over “Gave” than vice versa.

Q#3: Satisfaction with balance of “got” to “gave”



The vast majority of respondents (shown in green) are satisfied with the balance they experienced between “Gave” and “Got.”

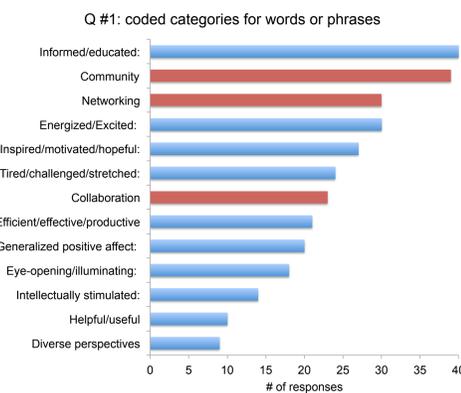
2017: Testing the affective feedback loop

Questions:

#1 Could you give me 3 words or short phrases that characterize how you feel about your experience here at the Rendezvous?

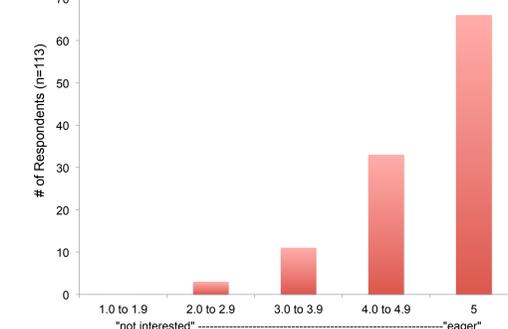
#2: How motivated do you feel to contribute to a future Rendezvous, as for example by giving a talk or poster or teaching demo, or helping to organize something? Your choices range from 1, which is “not interested,” to 5, which is “eager.”

n = 113 (31% of conference registrants)



Red-shaded responses are interpreted as suggestive of the “warm collegial feeling of belonging and accomplishment” at the center of the affective loop.

Q#2: How motivated to contribute to future Rendezvous?



High numbers are interpreted as indicative of “desire to give back to the community” in the affective loop.

In a Nutshell

- Rendezvous is building new collegial and collaborative linkages, especially during the multi-day morning workshops.
- Most attendees feel they are both contributing to and benefiting from the conference, consistent with the modeled “reciprocal feedback loop.”
- Many of the words and phrases used to describe the Rendezvous experience evoke feelings of community and collaboration, consistent with the modeled “affective feedback loop.”

Poster presented at the Earth Educators’ Rendezvous, Lawrence, KS, 18 July 2018.

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