

## From foreigners to citizens: A case study of first-year students entering into a disciplinary community of practice

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## Problem statement

- Need to improve performance
- Extended participation
- Transformation of perceptions
  - Acquisition/knowledge transferal vs Participation/social learning
  - View students as legitimate (albeit peripheral) participants. Where individuals are excluded they perform worse on numerous tasks (including intellectual tasks) (Abrams, Hogg & Marques 2005:4).

## Project context

- NRF funded Critical Professionalism project
  - 1) to generate a model of the professional development of lecturers seeking to enhance their own reflective and inclusive practices,
  - 2) to contribute to the debate in South African higher education about the norms informing curriculum renewal and
  - 3) to enhance our understanding of the way students' learning biographies and prior experience impact on their present learning in contexts of diversity.
- Micro level sub project of overarching meta project

## Theoretical framework

- Situated learning (Lave & Wenger 1991; 2002)
- Communities of Practice (Wenger 1998)
- Social inclusion and exclusion (Abrams, Hogg & Marques 2005)

## Project design

- Greek 178 (2008 enrolment) as cohort
- Collaboration between lecturer and educational advisor
- Series of events designed to promote interaction between established practitioners and learners
- Creation of enabling environment for identity change
- Monitoring student identity trajectory for duration of project.

## Challenges

- Transformation of perceptions (both lecturer and learner)
- Conceptual challenges
- Adherence to theoretical framework
- Evaluation framework