



# **A Cross-Continent Collaboration: Seeking Community to Support Critical Inquiry in Teacher Education**

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# Context

Year One:

## *From Principal to Professor*

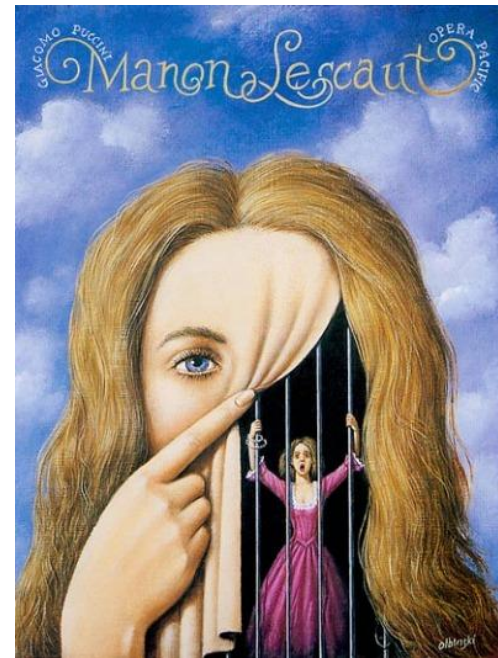
- Background, Purpose, Findings



# Limitations of the Organizational Context

Many learning organizations intentionally and explicitly seek feedback and change but are somewhat bound by the organizational context itself.

*Katz and Kahn, 1978*



# Year Two

Goal: To cultivate further inquiry with others, like-minded in their commitment to critical dialogue, transformational inquiry, and democratic classroom practices.



# Research Questions

- What does it mean to have a “community of practice” without geographic boundaries?
- How can we support one another and our shared quest to model democratic teaching and critical reflection for students?
- How are individual efforts to be critically reflective practitioners, and to enact democratic principles in our teaching perceived and evaluated by our students?

# Methods/Data Sources

- **Journal keeping**, over time, allowed us to look back at ourselves in action (Elliott, 1989) and monitor our personal and professional development.
- **Mid-semester Course Feedback Questionnaires**
- **End-of-course Evaluation Forms**



# Building Community with Students

- Self-disclosure: Sharing journals and evaluation results
- Ongoing learning and development
- Criticism
- Responding to and balancing student suggestions and concerns
- Dealing with disengaged students



# Building Community with One Another

- Commonalities in our experiences
- Isolation
- Responding to criticism
- Disappointments
- Successes
- Unexpected benefits of an online community





# Significance

- Support for improved practice
- Modeling of collaboration and critical reflection for students
- Emerging scholarship

