Where are you on the spectrum?

Institution-Based Learning   **Community-Based Learning**

CONTENT

○   ○   ○   ○   ○   ○   ○

Intellectual property is protected.   Intellectual property is shared.

LEARNING ACTIVITIES

○   ○   ○   ○   ○   ○   ○

The unit of analysis is the course, bounded in time, and brick or virtual (LMS) space.

The unit of analysis is the problem; problems are not bound in time or content.

Problems for students to study are (artificially) constrained by the course and disciplinary boundaries.

Communities identify authentic problems that are inter-disciplinary and reach beyond the definition of the course.

EXPERTISE

○   ○   ○   ○   ○   ○   ○

Students learn from faculty within a specific institution.

Learner is the central node; learners include all members of the discourse community (or Community of Practice).

Faculty are the interface between the students and the community of practice.

Students are anticipated to join communities of practice; faculty may introduce students to community.

Faculty retain the social and intellectual capital within both the classroom and the community of practice.

Learning is social and therefore learning builds social capital in communities of practice.

ASSESSMENT CRITERIA

○   ○   ○   ○   ○   ○   ○

Faculty members create and ratify the assessment criteria.

Expert consensus from the community of practice validates the assessment instrument and criteria.

Feedback to the students is communicated by, or along with, a letter grade.

Students merit direct and unfiltered feedback from the community using criteria that the community has articulated.

STUDENT WORK

○   ○   ○   ○   ○   ○   ○

Students rarely share their work with, or receive feedback from, public audiences

ePortfolios built over multiple years are learner owned and used to communicate with, and get feedback from, wider communities.

CREDENTIALING

○   ○   ○   ○   ○   ○   ○

The faculty member is responsible for assessing student work.

The community of practice holds the responsibility for assessment, which is in the form of constructive feedback rather than an authority's judgment.

Institution is the established credentialing authority.

The community of practice is the implicit credentialing authority; the university is the facilitator of that credentialing and of community building.

Assessment is a community effort. Its principle goal is learning, not classifying or sorting.