

LiDA Study Group



Collaborative Teaching through Online “Toolkits”: Supporting Educative Sharing

Monday, March 13, 3:00 pm to 4:30 pm in LeChase 305

Facilitator: Dr. April Luehmann (Teaching & Curriculum)

Hello, all.

Partnerships between researchers and practitioners face a number of core challenges to maintaining multidirectionality in their work through which partners from all stakeholder groups have meaningful opportunities to teach and learn from one another. Among these challenges are the following: communicating and maintaining a solid theoretical foundation; inviting and disseminating voices from varied stakeholders; supporting diverse partner needs that have varied backgrounds, intentions and roles; and sharing emergent lessons learned as the partnership grows.

University of Washington's [Ambitious Science Teaching](#) project and the cross-site project of [Research-Practice Collaboratory](#) serve as successful exemplars of meeting these challenges. Specifically, these groups have selected and defined a "Toolkit" metaphor for the design of their online community support. Unlike other "toolkits" that are singularly voiced and intended to spread a particular message "out" to others (e.g. [Autism Speaks](#)), these Research-Practice Partnership (RPP) toolkit spaces have the following features:

- They include and prioritize voices from varied stakeholder groups in the project - extending beyond the researcher voice.
- They tap into a wide array of multimedia resources to meet varied needs of both members and outsiders of this particular project.
- They employ frameworks to organize content that are educative - the "toolkit" is "spatially" designed to teach (introduce, explicate and offer supportive resources for) a core theoretical framework.
- The Toolkit is not static. It is designed to invite additional voices, perspectives and examples from its participants over time.

Dr. April Luehmann, director of Get Real! Science, Warner's secondary science education program that seeks to partner with educators in regionally formal and informal settings, has been exploring these toolkit designs to inspire and direct a redesign of GRS's online space. In this session we will work together to describe potential rationale for this collaborative perspective of toolkits, identify core components of such a space, and wrestle with tensions associated with such a design.

All organizations seeking to support varied stakeholder groups in both teaching and learning roles while also disseminating core partnership findings more broadly could benefit from and contribute to this discussion.

We look forward to seeing you there!

Kind regards,

LiDA Study Group