

DOES SITUATED LEARNING PROVIDE THE "EDUCATION" NECESSARY FOR SOCIAL ENTERPRISE DEVELOPMENT?

Christopher WHITWORTH
Zbigniew ZONTEK

University of Bielsko-Biała
Poland



Aim:

To discover, through phenomenological qualitative study, how Situated Learning (SL) occurs in social enterprises

Objectives:

- To identify, analyse and evaluate the Situated Learning (SL) occurring in Social Enterprise (SE) Communities of Practice (CoP), in the UK and Poland.
- Identify the Situated Learning processes occurring at the interface between people in Social Enterprises Communities of Practise.
- Analyse and critically evaluate the roles, attitudes motives and behaviours of these people

Literature review, Definitions

Social Enterprise (SE): groups that develop specific products and/or services, then give them away, or recover cost only, for the “good of the community”

Salamon and Sokolowski helped with this definition:

- have some organizational structure;
- are not a subordinate part or agency of another organization;
- are not profit making'
- are private (i.e., are not an agency of the government);
- are volunteers, membership is by choice.

Community of Practice (CoP)

A CoP is a group where “soft or subtle” (so implicit rather than tacit) knowledge is created, shared and sustained. *Lave & Wenger* use this concept to explain Situated Learning.

Situated Learning (SL)

By joining together to provide a social service, the group's members inevitably create and transfer knowledge internally, on the issues they study. This creates a Community of Practice undertaking Situated Learning.

These concepts were described initially by Lave & Wenger and extended by many, including *Hildreth & Kimble*.

Creation and sharing
of knowledge

Interviews and other
enquiry

Analysis and reporting



Forming and
joining CoP's
in SE.
Gaining SL

Transcription of
interviews.
Separately
undertaken in
English and
Polish

IPA and other coding
techniques,
underpinned by
extensive literature
review

Methodology

To study:

- The motivation to join and work in a voluntary group. (A SE CoP)
- Phenomenology is appropriate for this study because it allows the use of an “orienting framework”
- IPA provides the framework, other narrative analysis supports it

Interpretative Phenomenological Analysis

“IPA is a qualitative research approach committed to the examination of how people make sense of their major life experiences”.

“IPA's core interest group is people concerned with the human predicament...engaging with the world”

(Smith et al, Willig, and other authors)

Results to Date

This is a “work in progress”. So far:

- More than 25 interviews from 10 groups (in UK and Poland).
- Groups include medical support and village festivals, a vegan society and a children's home fundraiser and supporter.
- Transcription is nearly complete
- Preliminary analysis identifies many common themes.

Interview Transcript sample:

L1:“And in my personal experiencemy mother was a sufferer, and seeing my mother go through life in absolute agony, day after day, seven hours a day-er 7 days a week, 24 hours a day, is ...difficult, and you just wish you could turn to somebody and gain some knowledge of how to make that persons life a bit more liveable and help in any way you can”.

Interpretative Phenomenological Analysis and onwards...

“Cognitive apprenticeships” and other “Research Objects” are apparent:

- Observation, coaching, scaffolding, modelling, fading and reflection (*Collins, Brown and Newman*)
- Emergence, Hegemony, Recontextualisation and Operationalisation (*Fairclough*)

Conclusions to date

Once complete, this work will provide an original contribution to Situated Learning

Analysis of (so far), over 30 hours of transcripts, in English and Polish, will allow others to consider whether the Situated Learning inherent in the education and learning the Social Enterprise Community of Practice members undertook, may be of value and potentially transferable to other Social Enterprise situations.

References

- COLLINS, A. BROWN, J.S. and NEWMAN, S.E. Cognitive apprenticeship: Teaching the crafts of reading, writing, and mathematics. In L. B. Resnick (Ed.) Knowing, learning, and instruction: Essays in honor of Robert Glaser Hillsdale, NJ: Lawrence Erlbaum Associates. 1989.
- COX, A. What are communities of practice? A comparative review of four seminal works. Department of Information Science, Loughborough, University, Loughborough, UK, 2005 vol. 31 no. 6.
- CRESSWELL, J. Qualitative Inquiry and Research Design. Choosing among Five Traditions. Sage 1998.
- FAIRCLOUGH, N. Critical discourse analysis, Marges Linguistiques 9, 2005. from <http://www.lancs.ac.uk/fass/faculty/profiles/263/13/>.
- FAIRCLOUGH, N. Analyzing Discourse and Text: Textual Analysis for Social Research. London: Routledge. 2003.
- FAIRCLOUGH, N. and WODAK, R. Critical discourse analysis. In: van Dijk, T. Discourse as Social Interaction. London: Sage 1997.
- FAIRCLOUGH, N., JESSOP, R. and SAYER, A. Critical realism and semiosis. In: Joseph (J.) & Roberts (J.). eds. Realism discourse and Deconstruction. London: Routledge 2004.

HILDRETH, P. M. and KIMBLE, C. 2004. Knowledge Networks: Innovation through Communities of Practice. Idea Group Accessed from [Internet] <http://www.pmhildreth.co.uk/K-Now/Community of PracticesDetail.html>, Accessed 11 May 2009.

LAVE, J. Cognition in Practice, 1988.

LAVE, J., WENGER, E. Situated Learning: Legitimate Peripheral Participation. Cambridge University Press, 1991.

LYONS, E. and COYLE, A. Analysing Qualitative Data in Psychology. Sage 2007.

ROBBINS, P. and AYDEDE, M. The Cambridge Handbook of Situated Cognition. Cambridge University Press. 2008, ISBN: 9780521612869.

ROBSON, C. Real World Research, Oxford: Blackwell, 2002.

SALAMON, LESTER, M. and SOKOLOWSKI, W. "Volunteering in Cross-National Perspective: Evidence From 24 Countries" Working Papers of the Johns Hopkins Comparative Nonprofit Sector Project, no. 40. Baltimore: The Johns Hopkins Center for Civil Society Studies, 2001.

SMITH, J. A. FLOWERS, P. and LARKIN, M. Interpretative Phenomenological Analysis: Theory, Method and Research, London: Sage 2009.

SMITH, M. K. 'Social pedagogy' in the encyclopaedia of informal education, 2009 [Internet] <http://www.infed.org/biblio/b-socped.htm>], Accessed 9 June 2009.

WILLIG, C. Introducing Qualitative Research in Psychology. McGraw-Hill Education, 2008.

WILLIG, C. and STANTON ROGERS, W. (eds) The Sage Handbook of Qualitative Research in Psychology. London: Sage 2008