

Growing Together: Nurturing Faculty Communities of Practice

PRME Pedagogy Certificate Series; September 2025

PRME
an initiative of the
United Nations Global Compact



What Did We Dig Into?

In September, we explored how communities of practice can transform teaching and learning. Rooted in PRME Pedagogy, the session helped participants:



- See how CoPs act as fertile soil for collaboration, peer learning, and pedagogical growth
- Discover ways to plant, join, or rejuvenate a CoP
- Connect CoP activities to PRME principles and the SDGs, helping ideas take root and flourish

Participants left with practical tools and inspiration to nurture dialogue, share practices, and grow a supportive culture of learning.

Who Participated?

74 at the start of the webinar,
67 at the end

59 participants took both polls

61 institutions,
24 countries

Measuring Mindsets in Action

We used Situational Judgment Tasks (SJTs)—short, realistic scenarios that show how participants would respond in practice. Unlike surveys, SJTs reveal how skills take root and decisions grow. We focused on four areas:

- **Adaptability & Tolerance for Ambiguity** (start and end): Comfort with navigating uncertainty
- **Intellectual Humility** (start): Openness to recognizing limits of one's knowledge and learning from others
- **Perspective Taking & Empathic Control** (end): Ability to step into others' shoes while managing one's own reactions

Situational Judgement Tasks

Scores on the SJT items were generally high and steady, ranging from 1 to 3, with higher scores indicating more adaptive responses—like well-tended plants reaching toward the sun.

Adaptability & Tolerance for Ambiguity:

pre-webinar mean:

2.73 (SD = 0.58)

post-webinar mean:

2.76 (SD = 0.58)

Change was not statistically significant ($V = 72.5, p = 0.57$)

Intellectual Humility: **2.86 (SD = 0.51)**

Perspective-Taking & Empathic Concern: **2.82 (SD = 0.58)**

Note: After each poll, participants saw the results—both to model classroom use and to maintain transparency. This may have nudged future responses toward social desirability (choosing what felt most appropriate rather than authentic). Still, since pre-webinar scores were already high, this likely reflects a general tendency toward socially desirable responses rather than being shaped by the results.

1. You share a resource; a peer points out accessibility issues you missed.

- ☐ a. Thank them, ask for suggestions
- ☐ b. Downplay their concern
- ☐ c. Feel embarrassed, stop sharing
- ☐ d. Suggest forming a working group to refine resources

2. The CoP struggles to agree on which SDGs to prioritize.

- ☐ a. Focus on one SDG first
- ☐ b. Brainstorm connections across SDGs
- ☐ c. Rotate themes each semester
- ☐ d. Push for majority vote to end ambiguity

3. The CoP shifts from in-person to online. attendance drops, energy is low.

- ☐ a. Suggest experimenting with new online formats and volunteer to try one
- ☐ b. Accept the change but attend less often
- ☐ c. Raise concerns privately and ask for in-person return
- ☐ d. Propose pausing the CoP until in-person resumes

4. A colleague criticizes your teaching approach in front of the CoP

- ☐ a. Defend your approach vigorously
- ☐ b. Acknowledge their perspective, share context, invite others
- ☐ c. Stay quiet to avoid escalation
- ☐ d. Redirect the group to another topic