

## Dipping your toe into practice theories: journeys into engineering education research

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### WORKSHOP MODE

In-person

### OVERVIEW OF WORKSHOP

This workshop aims to demystify theories of practice (Communities of Practice, Bourdieu's Theory of Practice and Theory of Practice Architectures), and help participants gain new perspectives into their own journeys into engineering education research (EER).

### ACTIVITIES

Participants will have an opportunity in small groups to share their journeys into engineering education. The facilitators will introduce three different practice theory perspectives and participants will be given opportunities to reflect on how that perspective helps them make sense of their own experiences of joining the engineering education research community. Through this, participants will gain an understanding of the practice theory perspectives and how they might apply these perspectives in their own research.

### TARGET AUDIENCE

No prior knowledge is required to participate in the activities. We welcome anyone who is interested in reflecting on their journey into engineering education and learning more about these practice theories as a lens to undertake research.

### OUTCOMES

Specific outcomes for those participating in the workshop include:

- an understanding of the practice theory perspectives (Communities of Practice, Bourdieu's Theory of Practice and Theory of Practice Architecture)
- a broader perspective of the range of journeys into engineering education research
- an understanding of how these perspectives might be applied in engineering education research

### REFERENCES

Goldsmith, R., Miao, G., Daniel, S., Briozzo, P., Chai, H. & Gardner, A. (2023). Becoming an engineering education researcher through a kaleidoscope of practice theory perspectives, *Australasian Journal of Engineering Education*, DOI: <https://doi.org/10.1080/22054952.2023.2214456>

### KEYWORDS

Practice theories, journey into engineering education research, research methodologies

### PRESENTERS' BACKGROUNDS

Guien, Rosalie, Scott, Paul, Hua and Anne are all members of the UTS Centre for Research in Engineering & IT Education (CREITE). They have a range of interests within engineering education and have taken a range of paths into engineering education. They have recently published a paper that demonstrates the use of the three practice theory perspectives of Communities of Practice, Bourdieu's Theory of Practice and Theory of Practice Architectures to analyse their own journeys into engineering education.