Becoming a part while apart: Building professional identity and membership when working and learning remotely

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This paper describes a case study of how situated learning and community of practice theory were applied to the design and delivery of activities and learning assessments in a remote WIL course in a master-level Kinesiology program, supporting students' learning in professional placements. The rationale and theoretical grounding for the course design and delivery are described, as well as practical considerations of how it was structured to assess student learning. A framework is proposed to inform the design of future WIL courses to best support the development of student professional identity development. Recommendations are posed for future study.

Keywords: COVID-19, remote WIL; community of practice; situated learning; professional development

The recent shift to remote work-integrated learning (WIL), brought on by COVID-19 social distancing requirements, has resulted in students becoming physically separated from their working and learning spaces. While online WIL activities are not new practice (Larkin & Beatson, 2014; McNamara & Brown, 2009), the need to transition primarily to remote WIL has posed an opportunity to re-think WIL course delivery to most effectively support the development of emergent professionals when learning in a remote context.

Researchers have previously reported the challenges of transitioning students into remote work cultures, highlighting the use of digital communication technologies in preparing students to be work-ready (Bowen & Pennaforte, 2017). This case study builds on previous remote WIL research by focusing on the development of professional identity and membership within a community of practitioners, through connections between students, the university and the workplace/community organization, at a time when feeling connected is more important than ever.

The development of professional identity through WIL has received recent research attention (Bowen, 2018), with scholars suggesting that the purpose of WIL should extend beyond skill development (Campbell & Zegwaard, 2011; Jackson, 2017). Stemming from research on the importance of reflexive practice (Warin et al., 2006), Gilardi and Lozza (2009) propose reflexivity as the learning outcome connected with professional identity development, and in turn define professional identity as, "the understanding of one's self as a professional" (p. 247). This includes both the understanding of "good professionalism" within the community of practice, as well as the practitioner's sense of self as a practitioner and their active role in shaping this understanding (Gilardi & Lozza, 2009; Korthagen & Vasalos, 2005). Further connecting reflexivity and the self-construction process of professional identity, Zegwaard and colleagues (2017) describe the potential for professional identity development through WIL, including critical thinking and reflection, as well as the ability to navigate ethical dilemmas and contribute to organizational culture within future workplaces.

In reviewing the literature on students' professional development more broadly, formal education and learning in placement have been reported to play equally important roles (Grace & Trede, 2013). Lave

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and Wenger's (1991) concept of a community of practice has been applied to WIL, to describe the process of students being exposed to new knowledge and behaviors as they participate in workplace culture (Fleming & Pretti, 2019). Communities of practice have also been shown to create a well-supported learning environment (Akerson et al., 2009), and facilitate a deeper understanding of the way language is used (Eames & Bell, 2005), supporting professional development within the workplace environment. The facilitation of practice communities has also been reported as an effective way to engage students virtually (Van Brakel, 2010).

While the development of professional identity and membership within a community of practice have been recognized as important aspects of professional development within WIL, the combination of these two concepts has not been studied, particularly not in the context of remote WIL experiences. For the purposes of this paper, remote WIL is considered a model of curricular experiential education, which formally integrates a student's academic studies with off-site engagement within a workplace setting. Building upon previous literature, this paper describes a case study of how situated learning and community of practice theory were applied to the design and delivery of activities and learning assessments in a remote WIL course in a master-level Kinesiology program, supporting students' learning in professional placements.

The paper begins with an overview of the case study methodology employed, including the positionality of the researchers. Situated learning theory and community of practice theory are summarized as the theoretical grounding for the case study analysis. This is followed by a description of the master-level Kinesiology program, and presentation of how situated learning and community of practice theory were applied to the design and delivery of activities and learning assessments in a remote WIL course. Special attention is paid to practical considerations. A framework for integrating situated learning theory and designing remote WIL courses to better support students' professional identity development is proposed, and suggestions are posed for future research.

METHODS

Case Study

Case study analysis, described as "an in-depth description and analysis of a bounded system" (Merriam & Tisdell, 2015, p. 37), has been reported to provide rich insight and help to increase understanding of phenomena (Brown, 2008). Merriam (1998) is one of the foundational writers in case study research and identifies three special features of a case study: they are particularistic (focused on a particular situation); descriptive (provide 'thick' description of the phenomenon); and heuristic (illuminate understanding of the phenomenon). For this article, Merriam's process for case study research was used, which includes conducting a literature review that contributes to theory development, identifying a research problem, developing a research question, and selecting a sample (Yazan, 2015).

Data Collection and Analysis

Data collection and analysis of this case study was informed by Merriam's (1998) emphasis on literature and theory, as well as her recommendations to increase validity and reliability, which include researcher positioning, peer examination, triangulation, and thick description (Yazan, 2015). However, there are significant ways this case study deviated from Merriam's framework for case study analysis. Case studies typically present information from a wide range of sources including interviews, observations, and document analysis, with interviews being the most common data source (Brown,

2008); given the expedited timeline for this project, there was insufficient time to obtain ethics, so document analysis was used as the primary data source.

For this case study analysis data included the course outline, reading list, assignment instructions, and reflections from the course instructor. Analysis was guided by the question: How do situated learning and community of practice theory inform the design and delivery of a remote WIL course? Triangulation was then achieved through the intentional use of multiple data sources, as well as the multiple perspectives and interpretations gleaned between the two researchers.

Researcher Positioning

Prior to describing the case, the identity of the researchers and investment in the topic is shared. The lead author has worked in the development and delivery of work-integrated learning programs for nine years and is currently pursuing a PhD in this area. She played a pivotal role in developing the Master of Professional Kinesiology (MPK) placements, and meeting with placement supervisors to establish learning activities. In its inaugural year, she developed the Professional Practice course and is the current sessional instructor of its fourth iteration. Her experience contributing to curricular elements to support student learning in WIL spans a variety of disciplines.

This perspective was complemented with the positionality of the co-author who is trained as a qualitative researcher and has experience in the study of experiential learning and work-integrated learning. With a constructivist ontological position, she embraces and encourages the development of new meanings and interpretations through social interaction and analysis from diverse perspectives and in light of changing contexts. From a practical standpoint, she also brings to this research experience in the oversight and teaching of work-integrated learning courses (undergraduate placement courses, practicum, field experience, applied research courses, community-engaged learning course), in addition to responsibility for broader leadership and oversight of the development, management, coordination, accreditation, and evaluation of kinesiology and physical education undergraduate and graduate degree programs.

The two researchers' familiarity with the program and the range of kinesiology workplace environments provide them with unique insight into this research topic. However, their positionality as insiders may also limit their ability to provide fresh perspectives unhindered by institutional knowledge of the placement program and professional practice course.

THEORETICAL GROUNDING: SITUATED LEARNING AND COMMUNITY OF PRACTICE

The theory of situated learning emerged in the late 80s, influenced by fields of anthropology and social theory. In response to more didactic forms of learning that separate knowing from doing, situated learning proposes that knowledge is influenced by the context in which it is used and involves a complex set of negotiations (Brown et al., 1989). The theory is based upon a decentered understanding of meaning, where learning is a social phenomenon, which leads to the construction of identity through participation in a community of practitioners (Lave, 1991). Lave and Wenger coined the term 'community of practice' based on their observations of an apprenticeship model used by tailors and midwives, where learning was situated between members (Lave & Wenger, 1991). Newcomers learn by first observing members of the community, gradually moving from the periphery to become legitimate participating members (Lave & Wenger, 1991). Students then learn by using the tools as practitioners use them, which requires an understanding of the culture of the community (Brown et al., 1989).

By emphasizing participation, there are implications for both individuals and communities; learning is defined by how individuals engage in practice, and how communities ensure new membership and engagement of new members in community practice (Wenger, 1998). Practice, in turn, is refined over time through the dynamic negotiation of those who participate in it (Wenger, 2010). In the theory of situated learning, the transmission of knowledge and acquisition of skill are not unproblematic, as there can be tension between a supervisor's need for labor and a student's desire to learn (Lave & Wenger, 1991). Newcomers are caught between understanding how to participate in established practice while creating their identities and contributing to current practice as well as the development of the practice itself (Lave & Wenger, 1991).

Once a community of practice is developed, it has three crucial characteristics: the domain (a shared competence between its members); the community (a membership that supports and learns from one another); and the practice (a shared repertoire of experiences, stories, and tools) (Wenger-Trayner & Wenger-Trayner, 2015). Stemming from situated learning theory, the concept of communities of practice has gained popularity and focus in itself in the fields of health care, government relations, and education. It has also been suggested that the internet extends the potential for new kinds of communities of shared practice (Wenger-Trayner & Wenger-Trayner, 2015), making this theory particularly useful in a remote WIL program.

A community of practice model has been used in higher education in the past, with doctoral students (Van Brakel, 2010), researchers (Roth & McGinn, 2013), and students on academic probation (Gauthier, 2016). It has specifically been employed in experiential and work-integrated learning programs, with science teachers (Akerson et al., 2009), sport and recreation organizations (Fleming & Pretti, 2019), co-op students (Eames & Bell, 2005), and steel industry apprentices (Fuller et al., 2005).

Fleming and Pretti (2019) suggested that WIL students need access to a range of activities, tools, and people to gain full membership in the community of practice. When a global pandemic limited physical access to each of these, creative and intentional alternatives were explored for the Master of Professional Kinesiology placements.

CASE STUDY: MASTER OF PROFESSIONAL KINESIOLOGY PROFESSIONAL PRACTICE COURSE

The Master of Professional Kinesiology Program (MPK) at the University of Toronto Faculty of Kinesiology and Physical Education provides a hands-on learning experience for 30-40 students through a total of 600 hours of professional practice across three placements. The first placement takes place on-campus across the fall and winter terms, which students completed before the effects of COVID-19 were felt in Canada. In the spring and summer months, students are matched with external partner organizations for placements 2 and 3. In the MPK program, the placements provide an opportunity for students to translate leading-edge multidisciplinary kinesiology research findings into professional practice. The overarching objective of the placements is to expose students to the professional practice of kinesiology across diverse populations, organizational settings, and communities of practice. The key industry areas where MPK placements occur include hospitals, clinics, private industries, sport organizations, and community organizations; and learning activities span the areas of research, assessment, design, delivery, evaluation, and knowledge translation.

Due to the COVID-19 situation, learning activities were adapted to work within a remote placement setting. Activities included researching cardiovascular health; designing research-informed community-based exercise interventions; developing and delivering online exercise plans and tele-health sessions; contributing to the scaling of start-ups; supporting individuals with disabilities on how

to be physically active while socially isolating; and providing knowledge translation for web-based content. Due to the unique context of COVID-19, students were provided with opportunities to learn and engage with different virtual platforms, software, and mobile and wearable technologies as well as entrepreneurship experience while learning how to adapt within a changing environment.

The Professional Practice Course (MPK4010) was developed to support students' learning on placement. The course is pass/fail and runs throughout the duration of their second and third placements. To receive a passing grade, students must complete all assignments and receive above 70 percent on their final paper. The learning activities, readings, and assessments contributed to the development of four specific learning outcomes: 1) integrating theory and evidence into professional practice; 2) practicing self-reflection on kinesiology practice; 3) recognizing concepts of professionalism within the context of kinesiology; and 4) developing self-direction in workplace learning. Table 1 outlines each week's topics, as well as the corresponding assessment.

TABLE 1: Course topics and assessments of student learning.

Week	Topic	Assessment
1	Developing a Learning Plan	Learning Plan
2	Community of Practice*	
3	Remote Communication	Discussion
4	Professional Context*	Context & Culture Assignment
5	Organizational Culture*	
6	Building your Network	
7	Transition Planning	Discussion
8	Resilience	Discussion
9	Planned Happenstance	Learning Plan
10	Confidence	
11	Professional Brand & LinkedIn+	Personal Brand Assignment
12	Praxis – Part I	Discussion
13	Praxis – Part II	
14	Boundaries & Difficult Conversations	Discussion
15	Access & Equity+	Discussion
16	Identity in Practice+	Discussion
		Final Paper

* Indicates topics most strongly linked to Lave and Wagner's (1991) Situated Learning Theory.
+Indicates that topic directly relates to professional identity development.

Reflection occurred throughout the course through several assignments and discussions, and culminated in the final paper, which asked students to return to their previous reflections and revise based on what they had learned since, and incorporate feedback from their peers and the instructor.

Students reflected on the values exhibited in the contexts and organizational culture they were working in as well as how their own values informed their identity in practice and their personal brand.

Previous iterations of the course followed a similar structure, but several modifications to the course were made to address the unique contexts that students found themselves working in due to COVID-19. Table 2 outlines the substantive changes made to both the content and structure of the course. The primary change to content was the incorporation of readings that related to remote work. For example, "Difficult Conversations" remained a topic, but the readings were changed to provide insight on how to navigate difficult conversation when working remotely.

Previous cohorts have preferred asynchronous delivery of the course to accommodate the many hours students are physically in placements. Since the 2020 cohort would be working from home, the course served as a forum to keep them connected, and an anonymous survey was distributed before the term began to learn how the course could be of most use to them. The majority of students indicated that they preferred a combination of synchronous and asynchronous delivery methods so four synchronous sessions were added. In this survey, students identified that LinkedIn was a topic they wanted added to the course, perhaps due to the increased need to network and job search remotely, so a guest lecturer was secured and an assignment option was created. Other small modifications were made along the way, including tips for understanding organizational culture when working remotely, or updating examples to be relevant to students' learning activities.

TABLE 2: Modifications made to the course to reflect COVID-19 context.

Course Element	Adjustment Made
Content	
Community of Practice	Reading updated to include reference to online communities
Remote Communication	New readings and discussion questions for remote environment
Building your Network	Content modified to focus on remote networking
LinkedIn	New topic added to the course
Difficult Conversations	New readings and discussion questions for remote environment
Context & Culture	New prompt question about how pandemic has affected context
Personal Brand Assignment	Option to submit a 5-Star LinkedIn Profile
Structure	
Synchronous Discussions	Added 4 synchronous meetings to increase sense of community
Asynchronous Discussions	Participation through audio or video recording instead of written
Peer Review	Submitted through audio or video recording instead of written

Before the global pandemic, the course was grounded in a situated learning model, providing opportunities for students to reflect on the development of their identities through their participation in a community of practice. This case study examines the 2020 iteration of the course, which was delivered April 2020 – August 2020, when Canada was dramatically affected by the global pandemic.

Through document analysis, this study investigated how situated learning and community of practice theory informed the curricula to support student learning in remote placements.

From Peripheral Participant to Professional Practitioner

The course topics and assessments were scaffolded to support students' shift from the periphery to participating members within a community of practice. The trajectory of the course curriculum began with an emphasis on the community of practice, the context, culture, and network, and gradually evolved to focus on the professional identity of the student. Early in the course, a module on remote communication provided students with strategies for establishing communication norms. One of the biggest challenges of remote internships is the isolation students feel while waiting for responses, preventing them from moving forward in their work (Bowen & Pennaforte, 2017). The course attempted to mitigate these challenges by incorporating readings on remote collaboration and effective approaches to improve video conference communication. Discussion questions provided students with opportunities to reflect on how they might establish communication norms to ensure they receive feedback regularly, connect with others, and know how to follow-up when necessary. Students also completed a module on networking which focused on appropriate techniques for remote networking, both within their placement and beyond.

Lave and Wenger state that, "from a broadly peripheral perspective, apprentices gradually assemble a general idea of what constitutes the practice of the community" (1991, p. 95), including who is involved, what they do, how they interact and collaborate. The Context & Culture assignment invited students to examine the community of practice of their placement organization as well as the broader context that they were working in. In this assignment, students created organizational charts of their placement site, researched its funding and competitors. They also considered the external factors that impact their placement organization, including trends, innovations, government policy (Knudson, 2016), as well as the effects of the global pandemic. Students were asked to reflect on if and how the vision and values were reflected in the work they were doing, drawing on conversations with their placement supervisors where possible.

Students learn about workplace culture and the unwritten rules to follow through observation (Bowen, 2018). Accordingly, the Context and Culture assignment provided opportunities for students to draw on their observations from working remotely. By completing an Organizational Culture Assessment Instrument, they reflected on their experiences with communication norms, leadership, management, the glue that held the organization together, the strategic emphases and what success looked like (Cameron & Quinn, 2006). After determining which of the four types of organizational culture were most prevalent, students were asked to compare the results to their own preferred organizational culture.

Halfway through the course, the focus gradually shifted from the community to the individual. Drawing on content from a module on Personal Brand and LinkedIn, the Professional Brand assignment invited students to develop either resume accomplishment statements or a LinkedIn profile. This incorporation of authentic assessment (Bosco & Ferns, 2014) has been reported in previous research as an important contributor to students' professional skill development. Modules on resilience, confidence, boundaries, and difficult conversations provided students with readings, personal assessment tools, and opportunities to reflect on their identity development as a professional.

Several modules prepared students for the final paper. The Professional Brand module prompted them to reflect on how becoming a professional was an interpersonal and complex activity, to consider their

values, and suggest how they might use a "thoughtful and subtle" approach to social media (Cunningham, 2014, p. 112). The Access and Equity module was designed to create space for students to consider how they participate in social justice work in their placement and in future practice. It invited them to think about what kinds of identities, histories, beliefs, privileges and inequities they bring with them as placement students, and how they inform the kind of practitioners they want to become. Through the reading, guest lecture, and discussion questions, students were encouraged to move beyond the walls of classrooms to construct new meanings for the work they will be doing, while envisioning solutions to persistent problems (Culp, 2016). There was also an effort to make space for critical emerging global events, including what professionalism means in the context of the Black Lives Matter movement (Golding, 2020).

In the final course module on Identity in Practice, students reflected on how their placement experience informed the kind of practitioner they want to be. They considered qualities in their mentor that they wanted to emulate and ways that they may want to differ. The concept of the *deliberate professional* was introduced to describe a "dialogical, collaborative, thoughtful, yet assertive and decisive disposition in practice settings that considers social responsibility, others, moral commitment to democratic values and duty of care" (Trede & McEwen, 2016, p. 6). In the final paper, students were invited to reflect on what they had learned about their own professional identity through their placement experience and what was important to them as they joined the kinesiology community of practice. The final paper was an iterative assessment, where students reviewed their previous work and provided new insights on their Context and Culture Assignment, Personal Brand assignment, and contributions to discussions.

Practicing a Community of Practice

In addition to learning how to navigate and define themselves within the community of practice of their specific placement sites, students also developed a community of practice within the class. Online communities can replicate a sense of community that can be found in-person, as students can use the forum to discuss issues of their placement and lean on others for support (Mcnamara & Brown, 2009). Since students were limited in their ability to connect with their placement sites in-person, the course was structured to provide opportunities for students to support one another. The community of practice model was structured to include the domain, community, and practice (Wenger-Trayner & Wenger-Trayner, 2015) through peer review, discussions, and the praxis assignment.

Looking at the specific ways in which this peer-based community of practice was developed, the peer review approach was used for both learning plans, the Context & Culture assignment, and the Personal Brand assignment. For each of these, students were matched randomly with another student and were provided with a rubric to give feedback on the assignment through an audio or video recording. By using the audio/video recording, students developed their confidence using these tools as well as their skills in giving feedback, and it had the added benefit of helping students feel connected through an asynchronous delivery method by hearing from a familiar face or voice. Prompt questions for the peer review encouraged students to identify strengths of their learning plan as well as tips to make it more specific, measurable, attainable, realistic, and timely (Reed et al., 2012). Detailed rubrics were designed so peer reviewers could provide feedback on students' accomplishment statements and LinkedIn profiles, which students then further refined and resubmitted in their final paper.

Another approach to creating a community of practice in the course was the use of discussions. A combination of synchronous and asynchronous discussions was used to accommodate students' varied schedules and preferences. To ensure content was relevant to students, they were provided with

multiple discussion topics throughout the course, of which they completed at least four. Clear guidelines for participating were outlined. For synchronous sessions, a combination of polling, chat, audio/video, whiteboard, and breakout rooms were used. For asynchronous discussions, students responded to their chosen question with an audio or video recording demonstrating an understanding of the reading and referring directly to their placement experience.

The Praxis assignment was a key assessment in the course that relied on the discussion format. There is some research into the effectiveness of mixed tools for reflection and evidence that students see the benefits of online assessments (Larkin & Beatson, 2014). In Part I of the assignment, students were required to write 400 words responding to prompt questions on how they applied theories or concepts from previous courses to their placements, and how the theory has confirmed or challenged their experience in practice. For Part II of the assignment the following week, students were asked to comment on their peers' posts, reflecting on how it compared to their own understanding, how it may have changed their understanding, and other areas of application. The Praxis assignment built into a section of the final paper, which was an iterative assessment, wherein students reflected on what they learned from the collective feedback received.

Practical Considerations

The course was designed for students to construct their own professional identity. To support this sense of ownership and self-direction, it is important to consider students' varied schedules, family commitments, and internet connectivity. Therefore, a fundamental consideration for the course was flexibility, as evidenced by the choice of instruction method, topics, discussion questions, and assignments.

To encourage authentic reflection and limit performative contributions to the discussions, students chose the topics they responded to, which prompt question they answered, and whether they participated synchronously or asynchronously. They had the option of using video or audio to accommodate for students who may experience connectivity issues or who may not have felt comfortable sharing their home on camera. There were some instances where students chose asynchronous topics because they were particularly relevant for them, but the vast majority of students participated in the synchronous sessions, meaning that topics that were only delivered asynchronously did not generate much discussion. Though audio, video, chat, whiteboard, polling and breakout room tools were used, it was challenging to engage a class of 31 students in synchronous discussion; while they provided an important space to connect with the cohort, measuring students' understanding of the concepts and readings was much easier to do in the asynchronous discussions.

For the Personal Brand Assignment, students submitted either a refined LinkedIn profile, which two thirds of students submitted, or accomplishment statements, which one third submitted. While the considerable amount of choice throughout the course meant that students could combine the curricular components to develop their personal sense of professionalism, it was more work for the instructor to provide these options, and required clear communication and reminders to students. Emails were sent weekly, often with video welcome messages, introducing the week's topic, reminding about upcoming assignments, and providing general feedback to the class. Students received feedback from the instructor on each of their assignments, often as a video recording, in an attempt to help them feel connected. Engagement in the course was incredibly high, with almost all assignments and peer reviews completed on time.

The technology used played an important role in effective course delivery. The course was administered on a Canvas-based learning management system and Bb Collaborate was used for synchronous sessions. These tools were relatively reliable, but their limited capability meant that more specialized tools were also of benefit. For example, the scales on confidence, resilience, and organizational culture were built in REDCap, which has much more robust capabilities for handling nuanced scoring. Unfortunately Bb Collaborate provides limited engagement data, so while there is chat, polling, whiteboard, and breakout room functionality, it was not possible to run a report on if and how students used these tools, making it difficult to assess their engagement in synchronous sessions. Furthermore, polls could not be preloaded, and work could not be added into breakout rooms in advance, meaning that these tasks needed to be done while teaching, which was quite challenging.

The peer review functionality in Canvas was also limited, so the peerScholar tool was piloted for one assignment. Once peerScholar is augmented to include audio and video feedback, it might enhance the community of practice element even further. Regardless of the tool, when using peer review, it was important to provide students with very detailed rubrics so that they were giving specific feedback to their classmates.

DISCUSSION

The social distancing requirements brought on by COVID-19 create a unique phenomenon where students can simultaneously participate in the community of practice of their placement organization and the community of practice of their student group from within their homes. More than ever, WIL practitioners are looking for ways to reduce isolation and connect students with their professional communities of practice, as well as with one another. When students are not able to absorb organizational culture through their presence at placement sites, WIL educators need to be intentional in providing students with alternative ways to examine the contexts and cultures they are working in.

Through document analysis of the course outline, reading list and assignment instructions, this case study examined how the design and delivery of a remote WIL course was grounded in situated learning and community of practice theory. The course topics and assessments are designed to scaffold students' trajectory from newcomers to more fully practicing members as they develop their professional identities in a community of practice. In addition, the course is structured to provide a community of practice within the student group to support their development through discussions, peer review, and the Praxis assignment.

Previous WIL literature has examined the development of professional identity (Bowen, 2018; Gilardi & Lozza, 2009; Jackson, 2017; Zegwaard & Campbell, 2011), as well as the effectiveness of using communities of practice (Akerson et al., 2009; Eames & Bell, 2005; Fleming & Pretti, 2019). However, scholars have not yet explored how these two concepts might be used in tandem to best support student professional identity development. Based on the present case study, the following framework is proposed for supporting students' professional identity development in future remote WIL courses [See Figure 1]. Using this framework, course elements prompt students to analyze and reflect upon the context and culture of the community of practice they are joining. By also creating a community of practice within the course, students can learn from one another, share stories and give advice to support one another's professional identity development. Importantly, in order to facilitate the conditions for building professional identity through the collective and complementary membership within the community of professional practice, as well as the student community, it is important that the remote

WIL course itself is flexible, provides ample opportunity for authentic and iterative student reflection and uses supportive learning management software and educational technologies.

FIGURE 1: Remote WIL and student professional identity development [inspired by Lave & Wagner's (1991) Situated Learning Theory].
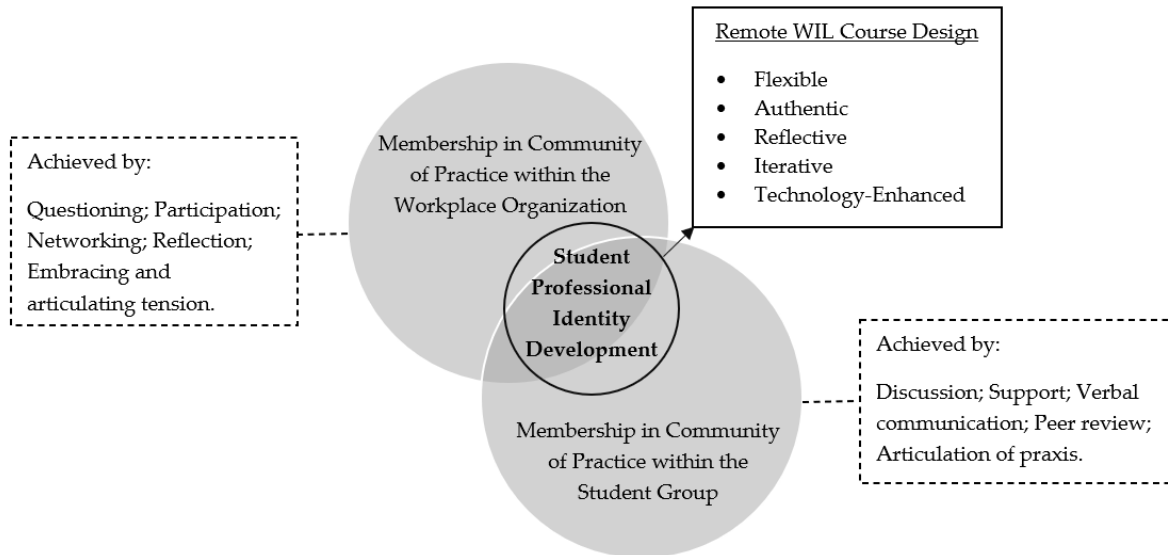
The COVID-19 pandemic and subsequent social distancing requirements resulted in considerable transformation as many placement organizations attempted to pivot their activities to respond to the new context. As students began their placements in the first weeks of this new normal, they were often contributing to innovative methods of practice in response to population needs, contextual circumstances and within an environment of significant uncertainty.

Lave and Wenger (1991) warn that new practitioners and established ones are caught in a dilemma wherein,

> shared participation is the stage on which the old and the new, the known and the unknown, the established and the hopeful, act out their differences and discover their commonalities, manifest their fear of one another, and come to terms with their need for one another (p. 116).

As a new generation of practitioners joins the established practice, a framework that supports their professional identity development through scaffolded topics and assessments in addition to a supportive student community of practice has the potential to create more reflective and effective professionals. The framework provides a space to reflect on why organizational culture may not align with their values, discuss the challenges of applying theory to practice, and examine the inequities inherent in the practice they are joining (Culp, 2016). As students become more collaborative and deliberate professionals, they may find ways of improving instead of reproducing unjust conditions (McEwen & Trede, 2016), and the entire practice can be improved.

Limitations and Future Study

Though the results of this case study are promising, the research was limited by the ever-changing pandemic context. The modifications that were made to the professional practice course to accommodate for remote WIL did not afford enough time to secure ethics, and therefore this study relies exclusively on document analysis and reflections from the course instructor. Empirical research is needed examining the effectiveness of this model in remote WIL in developing professional identity and membership in a community of practice. There is also a need for research applying this framework to WIL in other disciplines. As well, further research specifically on the long-term impact of student professional identity development and associated influence of short and long-term engagement in both the established community of professional practice as well as a community of supportive peers, is warranted.

CONCLUSION

The challenges of the COVID-19 pandemic and social distancing requirements created an opportunity to rethink WIL delivery in the provision of rich learning experiences for students, educators, and organizations. This unique context of remote WIL necessitates a reimagining of how courses and programs can support students' professional identity development. This article has examined how situated learning and community of practice theory informed the design and delivery of a remote WIL course in a master-level kinesiology program. Emerging from this research is a framework for designing WIL courses that contribute to more deliberate professionals and a more reflective and reflexive community of practice.

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