

**Networking
to
Shape
Thinking
and
Practice
in
Education**



***Being observed or being
involved?***

***PPIMMS – an innovative approach
to educational research***

Christina Preston

Chair Mirandanet, IOE and Brunel
Associate

**Prof. Marilyn Leask, Brunel University,
UK**

previously - 2006-08

Head of Knowledge and Learning *Improvement
and Development Agency for local government*

-> www.communities.idea.gov.uk

and previously – 2002-2006

Head of Effective Practices and Research
Dissemination

Training and Development Agency for schools

-> www.ttrb.ac.uk

Education - a profession or a trade?

Do you believe that the education sector has within it the knowledge required for improvement, for self regulation.....?

- *What would research and development processes look like if as educators we made that claim?*



Our journeys as surfers of the digital technologies waves

- Exploration of the affordances of digital technologies since 1984
- Exploration of knowledge management techniques for business & other public sectors

Communities of practice

-> *New Rules for Engagement for all in the education sector*

- professional development

- peer challenge and knowledge sharing

-> A self regulating profession

21st C tools educators need new KM tools and a national/international e-infrastructure

-to support continuous improvement
and
-self regulation of the education profession

New models for knowledge management

Knowledge creation:

- collaborative – PIMMS
- research and evaluation: networks, large scale
- ‘braided’ learning

Knowledge construction: multilayered flowcharts and concept maps

Figure 1: National KM tools to support five key staff KM behaviours

Organisations with KM strategies expect their staff to demonstrate four key KM behaviours ie to be able to *find and use* knowledge to build next practice and to *create, share and manage* knowledge for the benefit of the organisation or the sector (IDeA, 2008). The figure shows the national KM tools which could support these behaviours in education adapted from (Leask, 2010).



KM tool 1: Finding knowledge - Educational evidence portal www.eep.ac.uk – search tool across research and policy portals

e e p educational evidence portal

Register Login

ra resource areas

Home Search eep Contact us About eep Resource Area Links to eep organisations: select...

Welcome to eep

THE UK EDUCATIONAL EVIDENCE PORTAL

This portal helps you find educational evidence from a range of reputable UK sources using a single search. It is designed for both professional and lay people interested in education and children's services.

See a 3 minute demonstration of how to get the most out of eep.

Search our resources

- SEARCH WEBSITES
- SEARCH EEP DATABASE

This portal is being developed continuously and new content added from time to time. The database of selected resources is currently limited in size but will become increasingly valuable as more resources are added.

RESOURCE AREAS

Resource Areas feature key evidence and links for specific audiences, developed in conjunction with a partner organisation. Contact eep at eep@cfbt.com if you would like to propose a new one.

NEWS

eep Position Statement 2010 - 2012

See the recent cabinet office report by Alan Milburn on social mobility. It is available here.

FEEDBACK

Your feedback on using the portal is valuable. Email us with your views.

Microsoft
A Partner for Education

The eep consortium is managed and sponsored by CfBT Education Trust and supported by partner organisations

CfBT
Education Trust

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KM tool 2: Publication methods use ICT effectively eg Map of Medicine Health guides

Autistic spectrum disorders (ASDs) mapofmedicine®

[Back to NHS Choices](#) | [Healthguides pathways A-Z](#) More sections in this pathway ▾ [Printable version \(PDF\)](#)

Provenance

Key

- i More information
- Primary care
- Secondary care

```
graph TD; A[Autistic spectrum disorders (ASDs)] --> B[Clinical presentation]; B --> C[History and examination]; C --> D[Diagnostic criteria for childhood ASD]; D --> E[Consider referral to a developmental paediatrician or CAMHS]; D --> F[Consider referral to a speech and language therapist]; E --> G[Refer to developmental paediatrician or CAMHS]; F --> H[Refer to speech and language therapist]; G --> I[Go to diagnosis and management of ASD]; H --> I;
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Updated 29-Jan-2009, Due for review 31-Jul-2009 [View provenance for this pathway](#)

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KM Tool 3: The Society21 approach proposes

- **online professional ‘CoPs’ -> 2 way communications between teachers, local authority & university staff, unions, other experts, services and agencies, and:**
 - a ‘hot-house’ for communal knowledge sharing, creation and testing thriving on reflective practice
 - access to tacit knowledge
 - bridging the theory/practice gap
 - access to explicit knowledge
 - a collaborative methodology to research (PIMMS)
 - stakeholder engagement - education as a ‘knowledge industry’ (OECD TALIS 2009, p.3)



Sharing experience and expertise

MirandaNet | [About Us](#) | [Contact Us](#) | [MirandaMods](#) | [The Fellowship](#) | [The Consultancy](#) | [The E-Journal](#) | [World Ecitizens](#) | [Company Associates](#) | [News & Diary](#) | [Newsletter](#) | [Publications](#) | [Resources](#) | [International MirandaNet](#) | [Case Studies & Research](#) | [Professional Development](#) | [Forums](#) | [Members' Area](#)

Next MirandaMod: 29th March 2010

The MirandaNet Fellowship, founded in 1992, is an e-community of practice for international ICT policy makers, teachers, teacher educators, researchers and commercial developers who are passionate about digital technology in teaching and learning and about using technologies to promote cultural understanding and democratic participation. Currently there are over 600 members in over 50 countries worldwide. The website, online forums, seminars, workshops and projects run by members are funded by international partner companies and government agencies. MirandaNet gratefully acknowledges the support of its company partners.



The spaces

MirandaMod

TeachMeet 10
student edition glasgow



How does professional learning work in an informal community of practice ?



Tacit Knowledge

Explicit Knowledge

Example: Communities of Practice

http://www.mirandanet.ac.uk/mirandamods/sept09_mod.htm



MirandaMods

MirandaMod Home | March 2010 | January 2010 | December 2009 | October 2009 | September 2009 | June 2009 | January 2009 | November 2008 | July 2008

MirandaMod, 22nd September 2009

The role of communities of practice in teaching and learning

Chaired by **Terry Freedman**
With **Etienne Wenger**

16:00 MirandaMod ran a seminar in this first part of the programme, with contributions from a number of speakers, including Ingemaar Svenson, Ove Jobring and Etienne Wenger.

18:30 In the second part of the MirandaMod a Flash meeting, reaching out to members across the UK, USA and Europe was combined with a video stream and a MindMeister collaborative concept map. A number of practitioners gave presentations of between 2 and 7mins on formal and informal Communities of Practice experiences


20:00 In the final part of the meeting Etienne Wenger (www.ewenger.com) discussed communities of practice with MirandaNetters: those in the room and those following on FlashMeeting, Twitter and the concept map.

The networked multi-authored concept maps were used to build up a picture of our professional knowledge, as well as looking at the next moves for communities of practice.

What technology did we use?

Leon Cych produced a video stream that went through **Twitcam** and **blip.tv**.

- Visit Leon's blog to view the video (and explore the wealth of resources and ideas published there)
- View the video using our embedded link below



Home
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Sign in

Welcome to Communities of Practice

Connect to Collaborate to Innovate

This is a community platform supporting professional social networks across local government and the public sector. It provides a secure environment for knowledge development and sharing through online communities of practice.

[Find out more](#)



Register and become a member today.

Register

Announcements

Information Message The Beacons Scheme has launched three innovative and dynamic Communities of Practice for Round 10 of the Scheme, one of which will be a featured CoP in the box below each week for the next three weeks. Are any of interest to you? This week features the 'After Dark' CoP.

Information Message New software enhancements have been released for the CoPs platform. The major change that you will notice is the creation of the new '[Community Hub](#)'. The Hub is a new community that all CoPs users will automatically be a member of. The purpose of the Hub is to encourage more inter-CoP communication and collaboration, and to provide a shared space for content that is of potential interest to all registered users. Full details are available from the [phase 3b release note](#).

Communities

New **Featured** Most active

[After dark: Evening and Night-time economy](#)

Find a community

Go

[People finder](#)

What will I find?

Networking across local government

- Wikis
- Blogs
- Forums
- News feeds
- Events
- Libraries

Find a community by tag

blogging collaboration
commissioning community data
development engagement
equalities equality event **guide**
improvement information
innovation intelligence
knowledge laa leadership
learning local management meeting
minutes motivation peerassist
performance **photo** policy
procurement recruitment retention
skills skillsforlife social socialmedia
strategy talent **toolkit** training
workforce

Communities of practice?

Q1) CoPs - a locus for knowledge creation for next practice? *providing just in time CPD?*

Q2) Do we need a national online CoP architecture? *whose remit? who needs CoPs? who funds them? who manages them? who creates them?*

Q3) How do educators create, stimulate and sustain communities of practice?

KM tool 3: new research methods

- scaling up small scale research
- identifying research questions relevant to users
- posting research projects which others can join to produce significant research
- working as co-researchers –

PIMMS methods

E LEARNING MODEL FOR SCHOOLS

Reframing perceptions →

Interactive process

Knowledge Creation

Teachers and Pupils as facilitators learners and researchers.

Reflection

Communicate ideas through e-media

on to the next cycle.

- Sharing of information/idea
- knowledge streams drawn out

Information through e-media collection

Teacher as facilitator + learner + researcher.

Interactive process.

Self actualisation

Pupil as learner and researcher

unfreezing of ideas

Setting up a Collaborative Learning Environment

Teacher as mentor/facilitator

Interactive process

e-media Skills acquisition

Teacher transfers access and study skills

INSTRUCTION

ethical issues for setting up learning environment considered

Pupil as learner

ongoing activities (examples):

co-construction
Mentoring
Monitoring Learning

co-construction

Question setting

e-learning is a philosophy of learning which has the following elements

- emancipatory knowledge creation process
- teacher and pupil as learner, facilitator + researcher
- empowerment of pupil to own the process.
- creating a collaborative learning environment
- Unfreezing / reframing perceptions
- self actualisation
- use of e-media to facilitate the learning process
- use of e-media to communicate knowledge

PPIMMS

Policy makers and **P**ractitioners involved as co-researchers

Intensive debate and data collection in CoP

Multidimensional concept **M**aps to gather ideas

Standard tests and methods to complement innovative knowledge creation methods above

Projects: ICT Tools for Future Teachers: ICT CPD Landscape: U R up for this

Digital products

Q.1. a) What are the characteristics of effective technology-based tools and digital resources? For whom? In what circumstances?

Q.3.a. How do these digital tools help you to do specific tasks well?

List the members of your group

Tick topic

1. Curriculum: subjects
2. Curriculum: accountability
3. People: within the school
4. People: beyond the school
5. Time and Space
6. The Future

Processes

Q.4. What processes do you go through when deciding what new tools and resources to adopt?

Q4a) Where and from whom do you gather knowledge?

Q4b) Who do you have to convince if you want to adopt new tools and resources?

Q4c) What hinders embedding new tools in practice?

Q4d) How long does it take to embed new tools and resources into the practice in the school/department?

Q.4e) What about stopping using tools? What challenges are faced?

...

Non-digital products

Q.2. What are the characteristics of non-technology-based tools and resources? For whom? In what circumstances?

Q.3.b. How do these digital tools help you to do specific tasks well?

Identifying the topic and the group

Questions about processes

Questions about non-digital products

Questions about challenges

Questions for practitioner focus groups

Identify!
Itemise!
Analyse!
Imagine!

Imagine the Future

Q6) The Future

If you know of solutions that don't exist/you can't find,

6a) Could they be created?

6b) What would their characteristics be?

6c) How and when would they be used and spread?

Challenges

Q5) What are the key challenges faced by practitioners in doing their job well?

Q5a) Are there specific processes relating to these challenges?

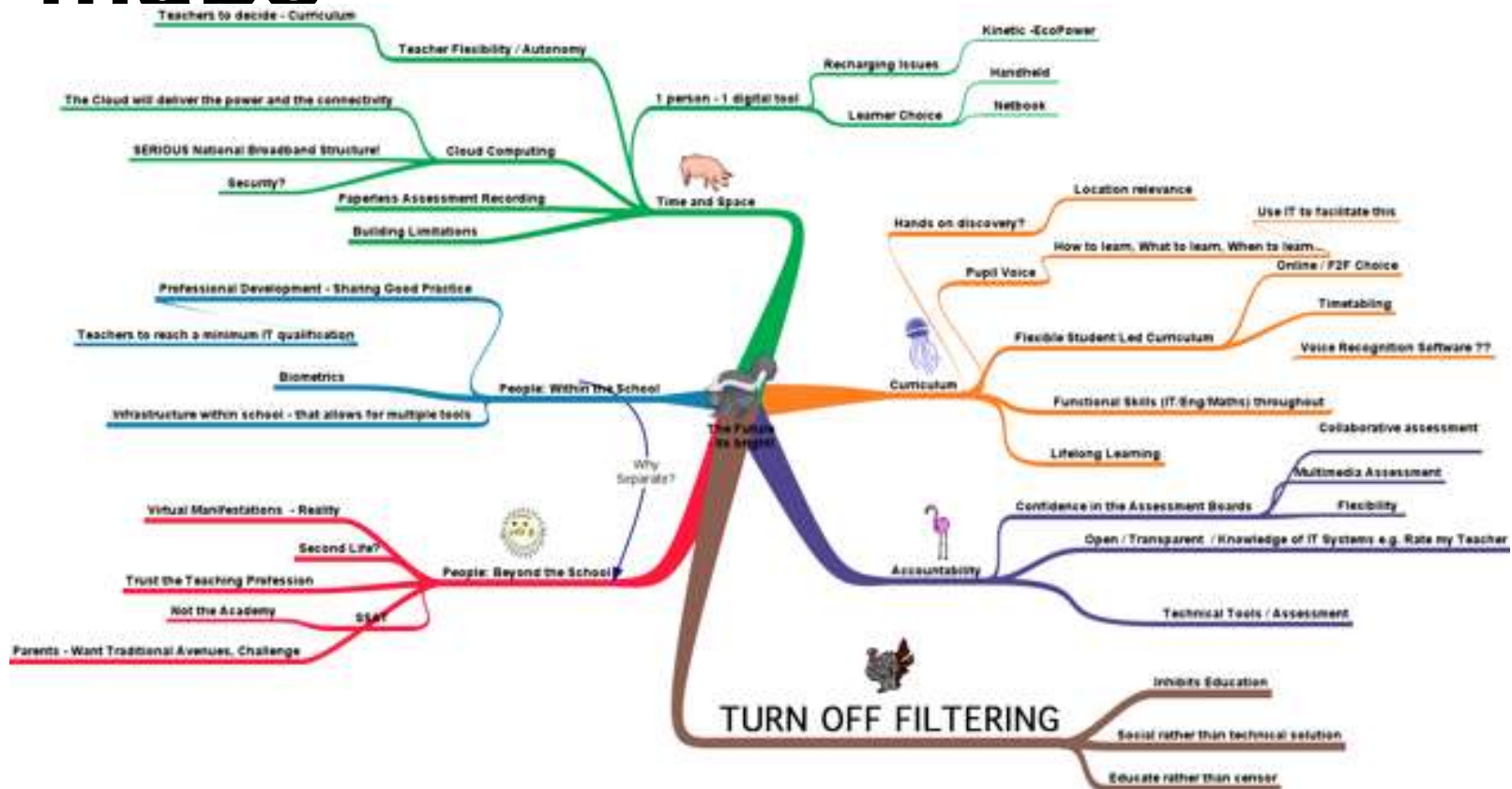
Q5b) Are there currently specific digital solutions to these challenges, and if so:

Q5c) What are their characteristics?


Q5b) Where and when are they used, during which processes?

...

multidimensional concept maps



Education - a profession or a trade?

A large, light blue, curved arrow graphic that starts from the bottom left and points towards the top right, framing the text below it.

The sector has within it the
knowledge required for
improvement.....

Figure 1: National KM tools to support five key staff KM behaviours

Organisations with KM strategies expect their staff to demonstrate four key KM behaviours ie to be able to *find and use* knowledge to build next practice and to *create, share and manage* knowledge for the benefit of the organisation or the sector (IDeA, 2008). The figure shows the national KM tools which could support these behaviours in education adapted from (Leask, 2010).





Conference Achievement for All the role of Digital Technologies

- *challenging teaching learning & assessment;*
- *shaping ITT and CPD*

17th/18th June 2011

Queen Elizabeth 2 Conference Centre

Westminster, central London

Email: society21@brunel.ac.uk



Your ideas? Talk to us.

Keep in touch

marilyn.leask@brunel.ac.uk

christina.preston@mirandanet.ac.uk