

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



***‘O brave new world...’***

The roles of researchers, assessors  
and evaluators in web based  
communities of practice

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# Education - a profession or a trade?

Does sector have within it the  
knowledge required for  
improvement.....?

*- roles for researchers, assessors  
and evaluators in web based  
communities of practice?*



The logo for the MirandaNet Fellowship. It features a stylized red and white graphic of a globe or network above the text 'MIRANDANET' in a large, bold, red serif font. Below this, the word 'FELLOWSHIP' is written in a smaller, red, spaced-out sans-serif font.

*Sharing experience and expertise*

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**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.



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## 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

# 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](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](http://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

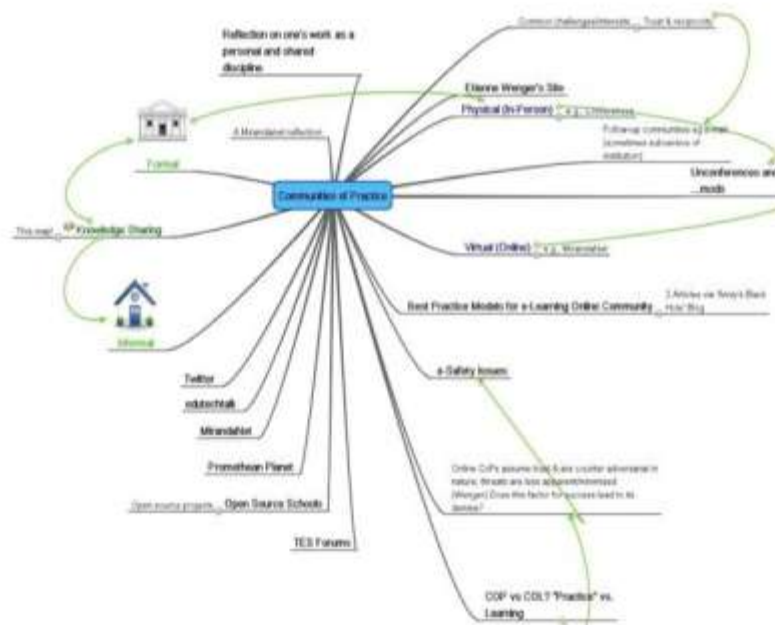


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# Communities of Practice

We used **MindMeister**, a collaborative online concept map – a tool that we've used now for a few months. This is the MindMeister map that we are developing:



You can click on the map image to enlarge it.

- Visit the MindMeister site if you wish to use the map yourself

One of the other tools that we use for a MirandaMod is **FlashMeeting**. This means that people who are unable to be present at the event can view the proceedings and contribute to the meeting. This session involved colleagues from across the UK, as well as from across the United States and Europe.

# Communities of practice

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

- professional development

- peer challenge and knowledge sharing

**-> A self regulating profession**

## 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)

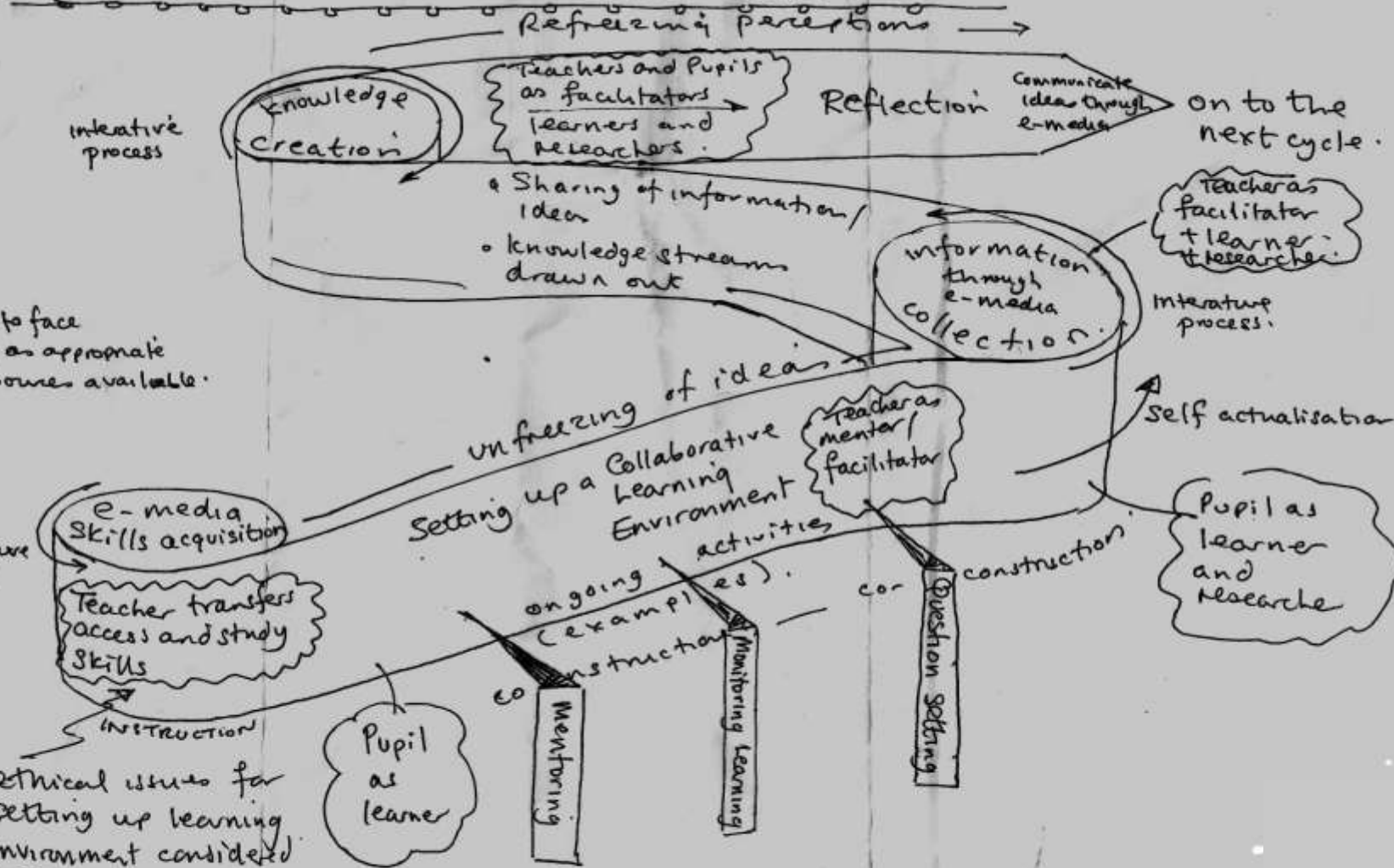
# Communities of practice?

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?

# E LEARNING MODEL FOR SCHOOLS



- Assumptions
- includes face to face interactivity as appropriate
  - technical resources available.

**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

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

**I**ntensive debate and data collection in CoP

**M**ultidimensional concept **M**aps to gather ideas

**S**tandard 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?

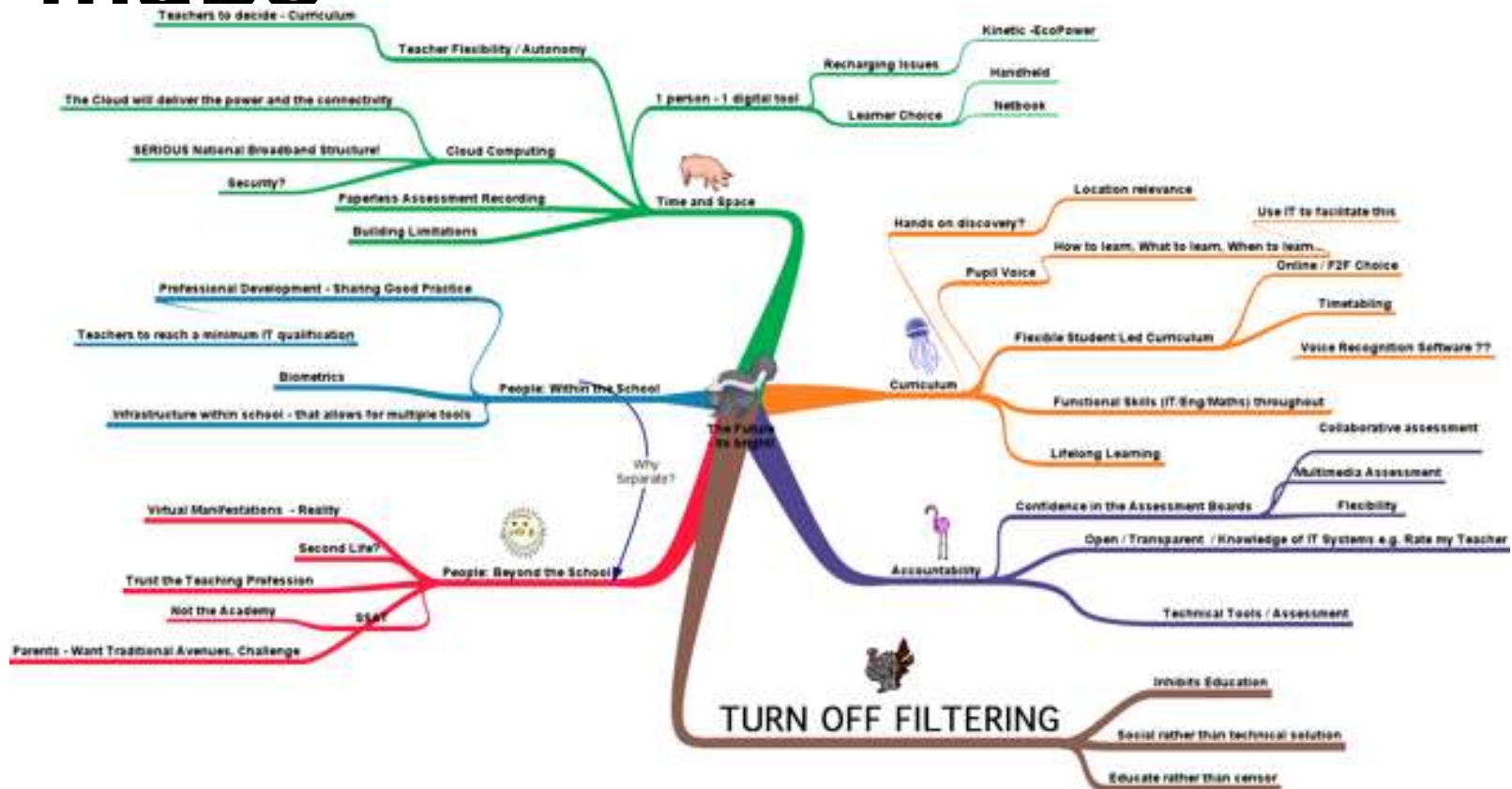
Q5b) Are there currently specific digital solutions to these challenges, and if so:

Q5c) What are their characteristics?

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

...

# multidimensional concept maps



# 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).



# 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.....



# 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](mailto:society21@brunel.ac.uk)



Your ideas? Talk to us.

Keep in touch

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