community of practice informal learning theory :שאילתה

1.

TI: **Communities of Practice in the School Workplace**

AU: Brouwer, Patricia; Brekelmans, Mieke; Nieuwenhuis, Loek; Simons, Robert-Jan

SO: Journal of Educational Administration, v50 n3 p346-364 2012

Purpose: The first aim of this study is to explore to what extent communities of practice occur in the school workplace. The second aim is to explore the relation between communities of practice and diversity in composition of teacher teams. Design/methodology/approach: Quantitative as well as qualitative data were gathered from seven teacher teams in a school for secondary education. Questionnaires and observation instruments were used to measure and analyze teacher teams' collaborative activities and diversity in composition. Findings: Data suggest that communities of practice actually occur in the school workplace, but to a moderate extent. Also, communities of practice are related to four of the five diversity attributes that were investigated. Research limitations/implications: The current study is a snapshot measurement of communities of practice. Future research is recommended to focus on the development of communities of practice in the school workplace by including longitudinal measurements. Practical implications: Implications for teachers and administrators include follow-up activities aimed at stimulating and sustaining communities of practice as well as taking diversity considerations in team composition into account. Originality/value: Studies suggest that a community is a promising context for embedding collaboration into the culture of the school. However, empirical research that focuses on

communities in the school workplace seems largely absent. This study provides insight in the occurrence of communities of practice from two perspectives: the perception of community members and the observation from outsiders.

2.

TI: **Service-Learning and Emergent Communities of Practice: A Teacher Education Case Study**

AU: Kaschak, Jennifer Cutsforth; Letwinsky, Karim Medico

SO: Clearing House: A Journal of Educational Strategies, Issues and Ideas, v88 n5 p150-154 2015

This study investigates the unexpected emergence of a community of practice in a middle level mathematics and science methods course. The authors describe how preservice teacher participation in a collaborative, project-based service-learning experience resulted in the formation of a community of practice characterized by teamwork, meaningful practice, and shared resources. The article concludes with a twofold argument demonstrating how collaborative, project-based service-learning experiences potentially contribute to preservice teacher learning via the positive outcomes that emerge from participation in a community of practice, while also reinforcing preservice teacher commitment to the constructive pedagogy of service-learning.

3.

TI: **Examining Electronic Learning Communities through the Communities of Practice Framework**

AU: Linton, Jayme N.

SO: American Journal of Distance Education, v29 n4 p269-282 2015

This qualitative interpretive case study used Wenger's (1998) communities of practice (CoP) framework to analyze how the electronic learning community (eLC) process at an established state virtual high school operated like a community of practice. Components of the eLC process were analyzed according to elements of the CoP framework, which provided a theoretical lens through which to analyze data gathered through interviews, observations, and document collection. Findings revealed several areas of alignment between the eLC process and the CoP framework, particularly with Wenger's notion of practice within a CoP as a duality between participation and reification

4.

TI: **School-Based Communities of Practice as Mechanisms for Standards-Based Mathematics Curriculum Implementation**
AU: Hodges, Thomas E.; Jong, Cindy
SO: Journal of Education, v194 n2 p25-34 2014

The authors drew upon Remillard and Bryans' categorization of curriculum use in observing two middle-grade teachers' integration of Standards-based curriculum materials produced by the National Council of Teachers of Mathematics. Each teacher participated in a two-year professional development program focused on increasing content knowledge and pedagogical content knowledge, and fostering the development of communities of practice within each school. Results indicated that the site-based communities of practice afforded one teacher continued opportunities to reflect upon and critique instructional decisions, whereas the lack of a community of practice at

another school limited the teacher's integration of the materials into the instruction.

5.

TI: **Blended-Format Professional Development and the Emergence of Communities of Practice**

AU: Hodges, Thomas E.; Cady, JoAnn

SO: Mathematics Education Research Journal, v25 n2 p299-316 Jun 2013

In this paper, we draw on Wenger's (1998) conception of communities of practice to observe the emergence of a community of practice among middle grades mathematics teachers who participated in a two-year blended-format (online synchronous, online asynchronous, and face to face) professional development program designed to increase middle-grades mathematics teachers' content and pedagogical content knowledge, as well as foster the evolution of local communities of practices. Results indicate that the professional development program supported the development of a community of practice among a subset of participating teachers, while others failed to develop what constitutes a community of practice. Issues related to professional development design in light of these findings are discussed.

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TI: **Applications of Situated Learning to Foster Communities of Practice**

AU: Edmonds-Cady, Cynthia; Sosulski, Marya R.

SO: Journal of Social Work Education, v48 n1 p45-64 Win 2012

The authors discuss 2 macro-level community practice courses, examining how each applies the concepts of situated learning to foster the development of communities of practice through use of a unique model for antioppressive practice. The theoretical underpinnings and a discussion of the implementation of each stage of the model is provided. The authors consider the implications of this model for student understanding of privilege, oppression, and power and the use of antioppressive community practice approaches through the development of specific communities of practice. The development of transformative learning that included the students, the instructor, and community members is also highlighted.

7.

TI: **The Evolution of a Teacher Community of Practice: Identifying Facilitating and Constraining Factors**
AU: Borg, Tracey
SO: Studies in Continuing Education, v34 n3 p301-317 2012

This paper presents findings from a larger, qualitative study that explored the potential of a school-based teacher community of practice as a model for a transformative form of teacher professional development. This paper reports on initial findings from a grounded theory exploration of the factors that facilitated and constrained the evolution of a community of practice among a team of middle years' teachers in a small central school in rural New South Wales, Australia. These findings contribute to the discussion around how communities of practice can be established and used to improve teacher professional development in, and for, schools.

8.

The educational approach views the community of practice as a community of teachers and students who share common rules and values, information and experiences through dialogue and collaboration. Three doctoral theses are in progress at the University of Athens which study the possibilities of creating a community of practice in three different educational institutions: a Centre of Environmental Education (KPE), a primary school and a nursery school. The prospect of developing a community of practice in the institutions was considered in the context of the vision and the principles of sustainability and the Education for the Environment and the Sustainability. We have chosen action research as the most appropriate methodology for our studies as we believe that its characteristics cohere with the philosophy of the community of practice. The first study focuses on the possibilities of creating a community of practice in a KPE. Teachers from different classes and subjects interact with each other, exchange views, facilitate relationships and build trust by participating in common activities. The second study focuses on the possibilities of creating a community of practice in a primary school. Students interact and collaborate with their colleagues, teachers and the other members of the school's staff by actively participating. The last study focuses on the possibilities of creating a community of practice in a nursery school. Students, teachers and

parents collaborate and interact with each other, share values, beliefs and ways of doing things by engaging in real actions and creating powerful learning environments. All the people who got involved in the studies (teachers, students, parents and we as facilitators) were not accustomed to the idea that learning involves a process of participation in a community of practice. Although those difficulties emerged during the studies, we all agree on the crucial role of values such as collaboration, communication, relationship building and identity in the educational institutions.

9.

TI: **Communities of Practice: Using Blogs to Increase Collaboration**

AU: Byington, Teresa A.

SO: Intervention in School and Clinic, v46 n5 p280-291 May 2011

A community of practice provides a forum for professionals to exchange ideas and discuss concerns related to the profession. Within this forum, technology can eliminate many of the constraints face-to-face communities of practice encounter by providing a convenient and highly interactive environment. A description of how to set up an online community of practice using blogs is described. Blogging can support professional learning by giving teachers a platform for interacting and collaborating with other professionals. The steps for creating a blog are given.

10.

TI: **Cross-Cultural Communities of Practice for College Readiness**

AU: Leonard, Jack

College readiness is a social construct requiring both student and adult preparedness. This paper used a case study methodology to explore how teaching in an early college program might promote adult college readiness in the instructors. A community of practice, enhanced by a co-teaching model, in two separate high school settings under one early college program, was the unit of analysis. The communities of practice provided a safe place for risk-taking, experimentation and innovation. Semi-structured interviews revealed growth in cross-cultural understanding, content knowledge and contextual skills and knowledge as well as general teaching skills, all of which would contribute to student success in the secondary/postsecondary transition. Self-discovery and self-expression flourished, but concrete changes in identity were minimal and institutional learning was marginal

11.

TI: **Intervening in Informal Learning: Activity Theory as Teaching Tool**
AU: Carter, Susan L.McGill

In this article, I argue that a concentrated focus on everyday informal learning about unions is critical not only to re-thinking union education programs, but to the overall project of union renewal. The article offers, by way of example, an inquiry into the grievance system as a routine (and central) union practice and a key site of informal learning. This inquiry is directed by cultural historical activity theory (CHAT) which provides method, tools, and theoretical building blocks for better understanding everyday learning. In addition, I argue, CHAT presents a

powerful pedagogical tool for educators, leaders, and activists who are concerned with the challenge of intervening critically and strategically into everyday learning and everyday practices of unions and their members.

12.

TI**: Invited Reaction: Influences of Formal Learning, Personal Learning Orientation, and Supportive Learning Environment on Informal Learning**
AU: Cseh, Maria; Manikoth, Nisha N.
SO: Human Resource Development Quarterly, v22 n3 p259-263 Fall 2011

As the authors of the preceding article (Choi and Jacobs, 2011) have noted, the workplace learning literature shows evidence of the complementary and integrated nature of formal and informal learning in the development of employee competencies. The importance of supportive learning environments in the workplace and of employees' personal learning orientation in developing these competencies is also evidenced in the literature. Thus the investigation of the relationship among these four constructs in the specific context of the Korean banking industry with the use of structural equation modeling (SEM) is a valuable pursuit. Given the evidence of the integrative nature of formal and informal learning and the theory-driven analytical approach required of SEM, the unidirectional relationship from formal learning to informal learning implied in the first hypothesis of the study and thus the ensuing model were surprising. In this article the authors will present a discussion of the conceptual and methodological aspects of the study

13.

TI: **The Impact of National Culture on Informal Learning in the Workplace**

AU: Kim, Sehoon; McLean, Gary N.

SO: Adult Education Quarterly: A Journal of Research and Theory, v64 n1 p39-59 Feb 2014

The purpose of this article was to identify how differing cultural factors affect informal learning in the workplace. We have introduced concepts and reviewed studies on informal learning and national culture based on an extensive literature review on the factors influencing informal learning, particularly based on five Hofstede's dimensions of national culture. Findings suggest that adult education and workplace learning professionals need to attend to cultural influences and efforts at indigenization when foreign theories or practices are adopted.

14.

TI: **Informal Language Learning Setting: Technology or Social Interaction?**

AU: Bahrani, Taher; Sim, Tam Shu

SO: Turkish Online Journal of Educational Technology - TOJET, v11 n2 p142-149 Apr 2012

Based on the informal language learning theory, language learning can occur outside the classroom setting unconsciously and incidentally through interaction with the native speakers or exposure to authentic language input through technology. However, an EFL context lacks the social interaction which naturally occurs in an ESL context. To explore which source of language input would have a greater impact, this study investigated the effect of exposure on speaking proficiency. Two types

of exposure were provided: audiovisual mass media as a source of language input in an EFL context and social interaction as a source of language input in an ESL context. A sample speaking test was administered to one hundred language learners in an EFL context (Iran) and another one hundred language learners in an ESL context (Malaysia). Then, thirty participants from each context who scored one standard deviation above and below the mean were selected as homogenous language learners. During the experiment, EFL participants had exposure to audiovisual mass media while the ESL participants were exposed to social interaction as a source of language input. At the end, both groups took another sample speaking test. The post-test showed that the EFL group performed better which was indicative of the fact that exposure to technology promotes speaking proficiency

15.
TI: **A Survey of Personal and Environmental Factors Influencing the Engagement of Two Professional Groups in Informal Workplace Learning Activities**
AU: Lohman, Margaret C.
SO: Online Submission

A survey of informal learning among 318 teachers and HRD professionals was conducted. Analysis of the data found that teachers rely to a greater extent on interactive informal learning activities while HRD professionals rely to a greater extent on independent learning activities. Data analysis also found that six environmental factors inhibit engagement in informal learning and seven personal characteristics enhance motivation to participate in informal learning. Implications for HRD theory, research, and practice are discussed.

16.

TI: **How Have Concepts of Informal Learning Developed over Time?**

AU: Carliner, Saul

SO: Performance Improvement, v52 n3 p5-11 Mar 2013

Although the current interest in informal learning seems recent, performance improvement professionals have long had an interest in informal learning-the ways that people learn outside of formal structures. The earliest forms of learning for work were informal, including de facto and formal apprenticeship programs and the "school of life." Contemporary interest began in the 1960s and 1970s with the rise of self-directed learning. In the 1970s and 1980s, focus shifted to adult learning theory and human performance technology, both of which explore the roles of interventions other than classroom learning. The early 1990s brought two practical applications--electronic performance support systems and edutainment--followed by a third in the late 1990s--knowledge management. Discussions of informal learning arose in the 2000s. Each movement offers practical lessons for designing informal learning today.

17.

TI: **Organisational Learning as an Emerging Process: The Generative Role of Digital Tools in Informal Learning Practices**

AU: Za, Stefano; Spagnoletti, Paolo; North-Samardzic, Andrea

SO: British Journal of Educational Technology, v45 n6 p1023-1035 Nov 2014

Increasing attention is paid to organisational learning, with the success of contemporary organisations strongly contingent on their ability to

learn and grow. Importantly, informal learning is argued to be even more significant than formal learning initiatives. Given the widespread use of digital technologies in the workplace, what requires further attention is how digital technologies (eg, massive open online courses-- MOOC) enable informal learning processes. Drawing from Complex Adaptive Systems (CAS) theory, in this paper we advance a conceptual model for examining this important topic. The two dimensional matrix and the micro-level description of informal learning activities presented provide a framework for both further research on technology-mediated practices for informal learning, as well as the design of formative contexts for learning to occur.

18.

TI: **Cooperative Learning: Improving University Instruction by Basing Practice on Validated Theory**

AU: Johnson, David W.; Johnson, Roger T.; Smith, Karl A.

SO: Journal on Excellence in College Teaching, v25 n3-4 p85-118 2014

Cooperative learning is an example of how theory validated by research may be applied to instructional practice. The major theoretical base for cooperative learning is social interdependence theory. It provides clear definitions of cooperative, competitive, and individualistic learning. Hundreds of research studies have validated its basic propositions and demonstrated that cooperative learning (compared with competitive and individualistic learning) increases students' efforts to achieve, encourages positive relationships with classmates and faculty, and improves psychological health and well being. Operational procedures have been derived from the validated theory to implement cooperative learning in university classes,

including those needed to implement formal cooperative learning, informal cooperative learning, and cooperative base groups.

19.

TI: **Possible Science Selves: Informal Learning and the Career Interest Development Process**

AU: Mills, Leila A.

SO: International Association for Development of the Information Society, Paper presented at the International Conference on Cognition and Exploratory Learning in Digital Age (CELDA) (11th, Porto, Portugal, Oct 25-27, 2014)

This research examines the relationship between career related self-concept and dimensions of informal learning of science. The overlapping dimensions of career interest development and informal learning suggest that self-directed informal learning of science can advance individual self-concept for "possible scientific self." Possible selves and future scientific selves theories are presented as a perspective for understanding career related aspirations, goals, and fear. In this preliminary research the author seeks to examine the possible role that informal science learning may play in students' sense of scientific self by examining connections between wanting to work in science and dimensions of informal learning and career interest development. Findings from a pilot study of future science selves among n = 63 students in grade 8 are discussed. Additional research is planned among students groups who visit a laser interferometer gravitational wave observatory (LIGO) with hand-on science exploratorium in the Southwest region of the United States.