

From joint practice development (JPD) to a community of practice (CoP)

Jane Sisk

Senior Lecturer in Post Compulsory Education, University of Worcester

j.sisk@worc.ac.uk

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Reflecting how TEL transformed a development project into a community of practice and use of CoPs for other purposes

- The domain
- The community
- The Practice



The LSIS JPD project

Aim

Deliver and evaluate JPD (joint practice development) activity related to technology enhanced learning across 10 teams in a large FE College.

Outcomes

- 24 staff engaged
- 300+ learners engaged
- Diverse resources developed and shared nationally

Project impact

“My peers have gained more confidence and are actively experimenting with new ideas in ways that they can use the resource.”

“In meetings in the past we have often spoken about working on projects but it hasn’t happened. This is an example of how the team is working together and learning to use ILT along the way. Many resources will be available in September with continued collaboration. ”

Project impact

“My peers have gained more confidence and are actively experimenting with new ideas in ways that they can use the resource.”

“ There’s nothing nicer than sitting down with someone and saying I’ve got this lesson, any ideas and then coming up with a solution...”

Tools used by the project group



JPD Research Poster

The Fielding Factors: what can Fielding et al's relationship model for joint practice development (JPD) tell us about FE tutors working together?

Aims

To complete research with tutors undertaking a pilot e-Learning development project to explore the factors which influence the successful JPD, with particular reference to Fielding's relationship model. The project team comprised 'originators' supporting 'partners'.

To use findings to inform a strategic approach to development opportunities at College.

Data collection and analysis

Semi structured interviews were conducted with 8 participants (to ensure coverage of Fielding's factors and allow for respondents own stories). A thematic analysis of transcripts was completed. Online questionnaires were completed by 11 participants. These questionnaires contained qualitative and quantitative responses. Quantitative data covered the value given to different aspects of joint development work.

Fielding, M. et al.
Factors Influencing the
Transfer of Good
Practice, London: DIES
publications RR 615

PARTY
29th June
Well Green Campus, Main Hall

Findings: Fielding's framework

A framework of professional relationships was an effective focus device for the research. Tutors valued trusting relationships, active involvement in professional development and subject expertise in development. Originators rated their commitment to active involvement in professional development and willingness to engage in learning slightly higher than partners. Tutors want to make the learning experience better for learners and this was the greatest motivating factor in getting involved in JPD. Originators of joint development work were modest about their role as trained coaches. Partners valued development sustained over time as this aided learning and development.



Participants' Top 5

Originators	Partners
A willingness to engage in learning "I have just killed herself in the past her whole heart in"	Feeling that tutors should be actively involved in their professional development
Belief that tutors should be actively involved in their professional development	Trusting relations between me and my peers. "I've had a mutual trust, their respects my knowledge, were both learning"
Trusting relations between me and my peers	A willingness to engage in learning
A capacity to reflect "I can work reflectively, take it down together and take down what works well what doesn't work"	A capacity to enjoy learning "This made me think more about the way I teach. It's enthused me and it's one I've learnt up"
A commitment to invest time in our development	A strong subject specialism identity "That's the problem with training, the on systems, your brain is in overdrive trying to accelerate learning for my subject"

Tea fund subs now do
Please pay Ruairi by Fri

Recommendations

There is a place for planned, supported joint practice development as an effective learning model within CTD. A coordinated strategy of JPD activity provides rich opportunities to develop learning communities; these could grow into communities of practice. The JPD model should be trialled in different settings, for example, within curriculum teams and cross college groups. A more in-depth analysis of types of interactions in JPD should be investigated. This should include technology based interactions.

Other findings

Partners valued a cafe relationship where they could make mistakes and ask for clarification. Participants cited many examples of the benefits and enjoyment of collaborative working. Participants saw themselves as learning with peers and alongside their learners in the classroom. Opportunities to assess tacit knowledge were valued. Traditional models of CPD were generally seen as limited in effectiveness and not always relevant. Technology played a valued role in sustaining project-wide and smaller partnerships but face to face contact was seen as critical to peer to peer development success. Participants expressed a strong need for...



An unanticipated development....

Moodle for the Project Group at group's request - "Upskill"

- Web-based
- Asynchronous/synchronous
- Tools to support communication and research: forums, chat, questionnaires
- Tools to share content: uploads, side menus, embedded video
- Monitoring of activity, data

How TEL supported the community of practice

The collage illustrates the 'Upskill' platform's role in supporting a community of practice. It features several key components:

- Strategic Action Plan:** A document titled 'Ideas for action 1: Using the eCPD programme at strategic level' with sections for 'The bigger picture', 'Outcomes', 'Challenges', 'Benefits of the eCPD programme for...', 'Learners', 'Employers', and 'Learners'.
- Course Catalogue:** A table listing various courses with columns for 'First name', 'Surname', 'Grade', 'Credits', 'Last enrolled', 'Student ID', 'Last module', 'Status', and 'Final grade'. Courses include 'Introduction to...', 'Maths for...', 'English for...', 'Business Writing', 'Business Communication', 'Business Law', 'Business Ethics', 'Business Studies', 'Business English', 'Business Writing', 'Business Communication', 'Business Law', 'Business Ethics', and 'Business Studies'.
- Survey:** A survey titled 'Evaluation of PDA Online Training Preparation Pathway' with questions about age, gender, and the usefulness of the materials.
- Project Plan:** A document titled 'LSIS Developing the Professional Development Advisor role at South Birmingham College' with a project overview table and a detailed 'Action Pathway' section.
- Platform Interface:** The 'Upskill' logo and navigation menu are visible throughout the screenshots.

Reflecting how TEL transformed a development project into a community of practice and use of CoPs for other purposes

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Reflection: How did use of this platform support the development of a CoP?

Areas of a Community of Practice

The domain. ‘It has an identity defined by a shared domain of interest. Membership therefore implies a commitment to the domain, and therefore a shared competence that distinguishes members from other people’

The community. ‘In pursuing their interest in their domain, members engage in joint activities and discussions, help each other, and share information. They build relationships that enable them to learn from each other’

The practice. ‘Members of a community of practice are practitioners. They develop a shared repertoire of resources: experiences, stories, tools, ways of addressing recurring problems—in short a shared practice. This takes time and sustained interaction.’

Wenger-Trayner, E. & B. ‘Introduction to communities of practice, 2015’.
[<http://www.ewenger.com/theory> Accessed September 9th 2016]



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Domain



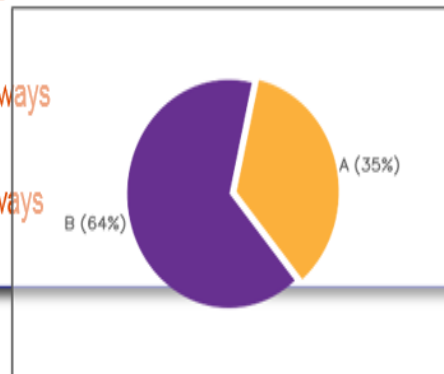
- * JPD team identity and commitment
- * E-Learning champion identity and commitment
- * Subject specialist identity and commitment

Community

2

How do you think using the clickers to test your learning and get feedback compares with other ways of testing learning and getting feedback?

- A Better than most ways
- B Better than some ways
- C Not as good as some ways
- D Not as good as most ways



- * Sharing ideas to promote discussion
- * Sharing ideas to promote deeper learning of the community
- * Working together to solve problems
- * Contributing online and face to face

Practice

“ While researching methods in the initial “preparation” part of the practice development I was going to deeply into things and engaging in many different TEL activities.

It is good that I was willing to experiment and research and had a wider group to share ideas with. Don’s resources on our website were really useful”

Vignette: deeper learning

One small team working on developing Camtasia resources for language teaching collaborated with media colleagues to investigate video editing of resources and shared ideas and experiences on line and face-to-face. This created deeper learning for participants.

Vignette: problem solving

Another team struggled with printing issues with iPads. Practice developed through forum discussion of the problem with expert Apple users. This issue was taken up at institutional (network?) level.

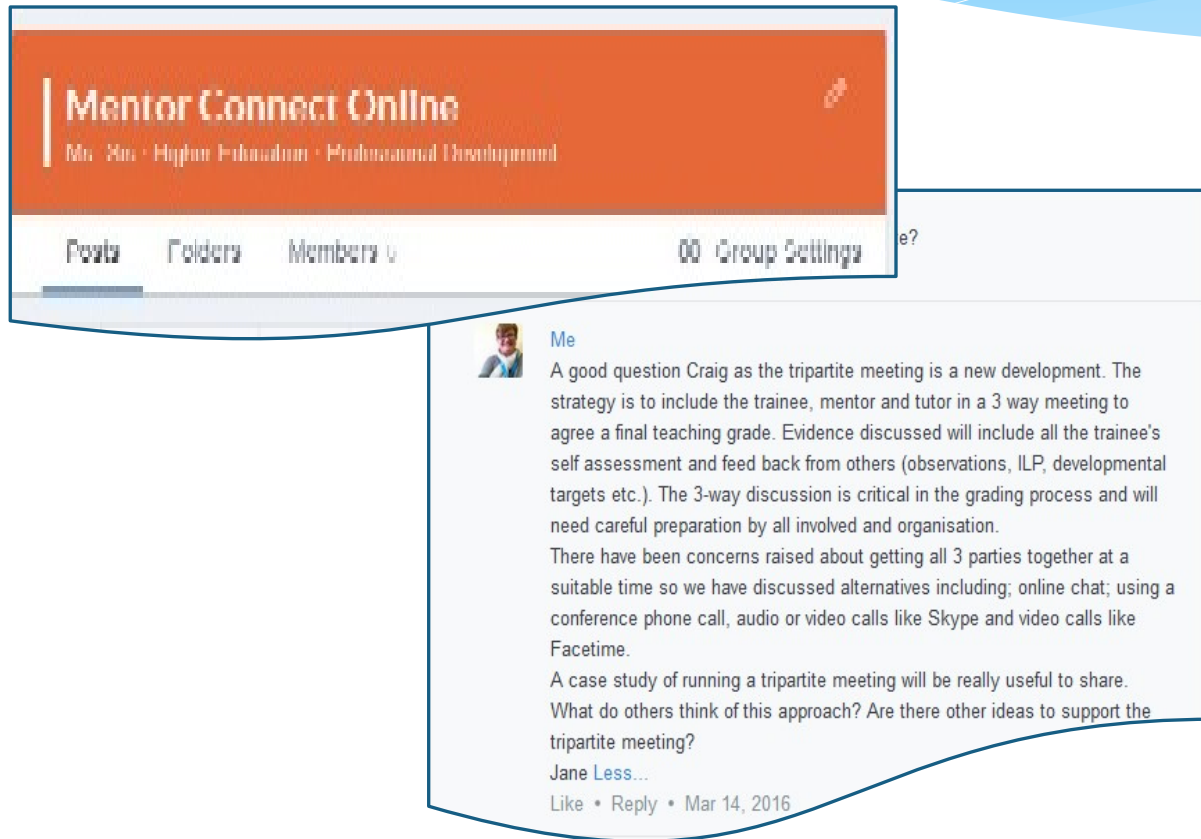
The benefits of the online CoP

- * Developing identity and building trust
- * Problem solving
- * Reduced need to travel to meetings
- * Deeper learning through collaboration
- * Group focussed and bigger than the sum of the parts
- * Flexible access for engagement
- * Generation of body of knowledge

Challenges of the online CoP

- * Time to :engage, reflect, learn, practise
- * Sustaining the community
- * How to share the knowledge and life of a community more widely
- * Ensuring accessibility to the community
- * Ease of use (using a familiar platform)
- * Skill set to engage
- * Technology and time resources; this development was funded

Communities of practice at Worcester



Mentor Connect Online
Ms. Xos · Higher Education · Professional Development

Posts Folders Members 0 Group Settings

 **Me**
A good question Craig as the tripartite meeting is a new development. The strategy is to include the trainee, mentor and tutor in a 3 way meeting to agree a final teaching grade. Evidence discussed will include all the trainee's self assessment and feed back from others (observations, ILP, developmental targets etc.). The 3-way discussion is critical in the grading process and will need careful preparation by all involved and organisation. There have been concerns raised about getting all 3 parties together at a suitable time so we have discussed alternatives including; online chat; using a conference phone call, audio or video calls like Skype and video calls like Facetime. A case study of running a tripartite meeting will be really useful to share. What do others think of this approach? Are there other ideas to support the tripartite meeting?
Jane [Less...](#)
Like • Reply • Mar 14, 2016

Communities of practice in CPD

The screenshot shows a Moodle group interface. At the top, the group name is 'University Diploma in Teaching English' with a sub-header 'Ms. Sis · Higher Education · Professional Development'. Below this are tabs for 'Posts', 'Folders', and 'Members 12', along with a 'Group Settings' link. A 'Note' section is visible with a text input field and a 'Send' button. The 'Group Posts' section shows a pinned post by 'Me' titled 'Group Post 5: Task 6' with the text 'Well done everyone! I hope these activities have been useful. Have a lovely...'. A floating window on the right offers to 'Unlock the power of Edmodo + Google' with a 'Connect with Google' button and a 'Group Code: LOCKED' dropdown. An 'Assignment Center' widget is also present.

Task 5 is a masterpiece!!! I know that you
red. And that is obvious. I am interested in
with learning difficulties' students as I teach a
class at Entry 3 level. I appreciate your opinion in this matter
so we can discuss not only for ESOL class, but for and English class. Less...
Like • Reply • Dec 1, 2015



Me

Thanks Helen!

You provide excellent examples of how you differentiate activities and
resources to meet the needs of your learners
as a factor in language

Reflecting on the Worcester CoPs

- * More examples of deeper learning, engagement across distance, sharing across a wider group
- * Communities will thrive where there is commitment
- * Facilitator role gives online communities the confidence to grow nges as the community becomes self sustaining
- * Ultimately, rapid transfer of practice can happen

Future work

- * Refining a model of community of practice for TEL developments
- * Analysis of interactions within an online community
- * Continue to experiment with environments and case use for online CoPs

References

- * Coffield, F. & Edward, S., (2009) Rolling out 'good', 'best' and 'excellent' practice. What next? Perfect practice? British Educational Research Journal, Vol 35, No. 3, June 2009, pp 371-390
- * Fielding, M., Bragg, S., Craig J., Cunningham, I., Eraut M., Gillinson, S., Horne, M., Robinson, C, & Thorp, J. (2004) Factors affecting the transfer of practice, London: DfES Publications, RR615)
- * Wenger-Trayner, E. & B. Introduction to communities of practice. [<http://www.ewenger.com/theory> Accessed September 9th 2016]

Questions

How are CoPs best sustained?

What other purposes can TEL enhanced communities of practice support?

Do communities of practice provide opportunities for deeper learning for those who participate?