Griffith Learning and Teaching Academy
Communities of Practice Symposium

Monday 22nd October, 2018
Welcome and Acknowledgement of Country

Professor Gemma Carey

Chair, Griffith Learning and Teaching Academy
Communities of Practice - Imagining, Implementing and Valuing Social Learning

Honorary Associate Professor Jacquie McDonald
Higher Education Community of Practice Consultant
Google + Co-researching the facilitation of social learning
Email: mcdonalj@usq.edu.au

With Communities of practice I know I’m not alone
Keynote overview

- Brief introduction to communities of practice and evolving theory
- Reflecting on CoP experience: consider your learning and teaching journey
- Adapting CoP theory to practice in USQ academic context
- I’m time jealous - Why make the time for CoPs?
- Demonstrating the value of communities of practice
- Invitation to join an online community of social learning facilitators
- Sharing practice and time for questions
Communities of Practice

Groups of people who share a concern or a passion for something they do and collectively learn how to do it better as they interact regularly.

E. Wenger, 1998
Clarifying Community of Practice Elements

- **A domain** of knowledge that creates a common ground and sense of common identity (builds member capacity)
- **A community** of people who care about the domain and create the social fabric of learning (grow a learning community)
- A shared **practice** developed to become effective in the domain (innovations noted and this saves reinventing the wheel)

Communities of Practice provide a context for members to **engage** in sustained conversations around learning and teaching, situated in their field of practice or interest area. Learning together not learning from - idea of ‘joint enterprise’
Evolving research on communities of practice

- Apprenticeship in a given CoP practice, learning as inbound trajectory - novice to expert
- CoP as emergent structure, resulting from a learning partnership
- Focus on broad landscape of practice, learning within and through interaction at CoP boundaries
Competence to Knowledgeability

- Competent within specific domain of practice - accounting, engineering etc
- Knowledgeable across a whole landscape of practice
- Consider where you are located in this evolving CoP theory & practice
The value of social learning
carried by participants into their contexts

- **Personal value**
  - growth
  - network
  - practice
  - influence
  - recognition

- **Organizational value**
- **Community value**
- **End-client value**
- **Sponsor value**
Why make the time for CoPs?

<table>
<thead>
<tr>
<th>Members</th>
<th>short-term value</th>
<th>long-term value</th>
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</thead>
<tbody>
<tr>
<td>help with challenges</td>
<td>• help with challenges</td>
<td>• personal development</td>
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<tr>
<td>access to expertise</td>
<td>• access to expertise</td>
<td>• reputation</td>
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<td>confidence</td>
<td>• confidence</td>
<td>• professional identity</td>
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<tr>
<td>fun with colleagues</td>
<td>• fun with colleagues</td>
<td>• network</td>
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<tr>
<td>meaningful work</td>
<td>• meaningful work</td>
<td>• marketability</td>
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<tr>
<th>Organisation</th>
<th>short-term value</th>
<th>long-term value</th>
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<tr>
<td>problem solving</td>
<td>• problem solving</td>
<td>• strategic capabilities</td>
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<td>time saving</td>
<td>• time saving</td>
<td>• keeping abreast</td>
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<td>knowledge sharing</td>
<td>• knowledge sharing</td>
<td>• innovation</td>
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<tr>
<td>synergies across units</td>
<td>• synergies across units</td>
<td>• retention of talents</td>
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<tr>
<td>reuse of resources</td>
<td>• reuse of resources</td>
<td>• new strategies</td>
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University of Southern Queensland Start-up

- First CoP at USQ in 2006 for Faculty of Business first year core course leaders, to cut across isolated discipline silos of teaching practice, share and improve L&T practice and build scholarly/research capacity, faculty based & co-facilitated
- Academic & professional staff CoPs, topic (CoP-RS) & cohort (first year), SoS Staff on Study - https://www.usq.edu.au/cops
- Time jealous, so value add to CoP activities, e.g. HERDSA 2008 publications https://www.usq.edu.au/cops/resources/toolkit
- Membership is voluntary, agenda focus determined and prioritised by members
- Cultivate champions and institutional support by aligning with institutional priorities and goals
USQ CoP initiative continued

- Affirming member & institutional value of CoPs, AUQA commendation, USQ Academy and OLT Fellowships, grants, awards, member profiles & student outcomes
- Three core CoP elements: community, domain knowledge and sharing practice: as agenda structure. Member driven, topic or cohort focused
- Approach evolved as a nurtured CoP, facilitation role key to success
- Professional identity, trusted members share and filter information, L&T resources, research and publications
- *Learning with rather than learning from*

*With Communities of practice*

*I know I’m not alone*
USQ CoP Agenda Template
Theory to Practical Application

Welcome and Community time: food & fellowship (30 minutes)

Introductory activities: (Title) (5-15 minutes)

Sharing our practice: (Title & presenter) (30-40 minutes)

Building our domain knowledge: (Title & presenter) (30-40 minutes)

Next meeting: ______(Date & time) ______ (Venue)

Resources:
## Phases and Key Issues of a Nurtured Higher Education CoP

<table>
<thead>
<tr>
<th>Initiation</th>
<th>Creation</th>
<th>Infancy</th>
<th>Maturity/Sustaining</th>
<th>Re-creating</th>
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</thead>
<tbody>
<tr>
<td>Topic or cohort focus</td>
<td>Getting buy-in</td>
<td>Nurturing membership</td>
<td>Avoiding institutional takeover &amp; leveraging</td>
<td>Re-assess the critical issues or new trigger</td>
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<tr>
<td>Scope CoP context</td>
<td>Selling it</td>
<td>Ensuring value</td>
<td>Membership change</td>
<td>Evolution of membership</td>
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<td>Champions</td>
<td>7 design principles</td>
<td>Back-channelling</td>
<td>Inducting new members</td>
<td>Re-building critical mass</td>
</tr>
<tr>
<td>Resources</td>
<td>Nurturing “the spark”</td>
<td>Building trust</td>
<td>Reinvigoration</td>
<td>Re-negotiating institutional relationship</td>
</tr>
<tr>
<td>Seizing the institutional moment</td>
<td>Getting critical mass</td>
<td>Building profile</td>
<td>Protecting &quot;space&quot;</td>
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<tr>
<td>Finding &quot;the spark&quot;</td>
<td>Leveraging local knowledge and contacts</td>
<td>Credibility of core members and convenors</td>
<td>Keeping role focussed</td>
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<td>Identify candidates</td>
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Research Framework for Demonstrating Value

- Use framework to vision and plan - as well as researching - reflecting on learning-loops and evaluating. PhD - CoPs & Early Career Teachers
- Where is your community & how can you demonstrate value?
- Does your community wish/need to research its activities
- What value does your community place on data collection?
- If important, who is tasked and resourced for this role?
A value-creation framework
how to vision, plan, sustain, and monitor a social learning space
A value-creation framework
Flow through value-creation cycles

Enabling value

Strategic value

Immediate value

Potential value

Applied value

Realized value

Productive conversations with strategic stakeholders?

What you experience

fun
meet others facing same issues

Interesting boring engaging

What you get out of it

insights
new tools
ideas

confidence network

What you do with it

new approach reuse
new process

new collaborations assertiveness

What’s the result

time saved cost savings
client satisfied

market share rating
promotion

end-clients
management
regulators
funders

Radical changes
perspective
imperatives

Transformative value
identities
boundaries
context

What makes it all possible?

leadership
trust

logistics

support

routine activities resources

technology

Enabling value

What you do

What you get out of it

What you experience

What’s the result

What makes it all possible?
Invitation to join our online community of social learning facilitators

Three Australian CoP enthusiasts have established a Google + online community for CoP facilitators: **Co-researching the facilitation of social learning.**

Dr Alisa Percy, Ms Helen Stephenson & myself

https://plus.google.com/communities/115512762118364393605

*With Communities of practice I know I’m not alone*
Thank you & References

Group Chapter Presenters

Dr Kevin Larkin
*Arts, Education, Law*

Dr Mirela Malin
*Griffith Business School*

Georgina Sanger
*Griffith Health*

Associate Professor Caryl Bosman
*Griffith Sciences*
Communities of Practice Showcase

GLS Active Learning in Law Network
Dr Kylie Burns, Arts, Education, Law

GBS Teaching Community of Practice
Dr Mirela Malin, Griffith Business School

Connecting Through Feedback: An emerging community
Dr Sven Venema, Griffith Sciences and Samantha Carruthers, School of Applied Psychology
GLS Active Learning in Law Network
Dr Kylie Burns and Kate Van Doore
Active Learning and Flipping in the Law Classroom

- Funded GGLT project to support the development and evaluation of flipped/active learning in several core and elective courses in 2015
- Establish a scholarly collegial network within GLS with support AEL L and T to develop staff capacity
- Why did we do this?
The GLS ALL Network/ National LEARN

- GLS Staff Workshops
- Development of three courses with different models
- Staff and student evaluation
- GU Symposium
- Research Dissemination and development of broader network - eg ALTA/Teaching workshop for University of Newcastle
- LEARN national network
- Special issue of Legal Education Review
Active Learning in Law by Flipping the Classroom: An Enquiry into Effectiveness and Engagement

Kylie Burns, Griffith University
Mary Keyes, Griffith University
Therese Wilson, Griffith University
Joanne Stegg-Taylor, Griffith University
Kate Van Doorne, Griffith University

Abstract

Legal educators are increasingly encouraged, if not directed, to apply technological innovations in course design and delivery. The use of blended learning, in which courses are delivered in a combination of face-to-face seminars and online, has become almost ubiquitous. Blended learning is often associated with active learning, in that a combination of face-to-face and online activities are particularly suitable to facilitate students’ active engagement in learning. Recently, there has been a great deal of interest in a particular type of blended learning which is known as ‘flipped’ learning.

Recommended Citation
Burns, Kylie; Keyes, Mary; Wilson, Therese; Stegg-Taylor, Joanne; and Van Doorne, Kate (2017) "Active Learning in Law by Flipping the Classroom: An Enquiry into Effectiveness and Engagement," Legal Education Review, Vol. 27, Iss. 1, Article 14. Available at: https://repository.bond.edu.au/ler/vol27/iss1/14
Overall Lessons

- Network a comfortable space for academics to consider/learn to use active learning/flipped model.
- Share success and failure
- Are we talking to the converted?: Challenges
- Can develop into broader National and International networks
- Long term sustainability??
- We will use a similar model in a GLS L and T project next year in prep Blackboard Ultra and Digital First
Griffith Learning and Teaching Academy

Dr Mirela Malin
AFE Director Teaching & Learning
GBS TCoP
Griffith Business School
Teaching Community of Practice

Griffith Learning and Teaching Academy (GLTA)
GBS TCoP

- **Aim**: To build relationships between teaching staff in the GBS, in order to explore common interest in the practice and scholarship of teaching.

- **Focus**: On the practice and scholarship of teaching, particularly within the disciplines that form the GBS. Members of the community research develop and disseminate ‘products’ that will help us improve our practice.

- **Facilitator/Chair**: Associate Professor Popi Sotiriadou

- **Function**: Face to Face via 8-9 meetings per year
  Virtual via message from Dean T&L, Teaching Resources, Learning@Griffith Organisation site.
Announcements

PebblePad@Griffith
Posted on: Monday, 22 January 2018 11:13:39 AM AEST

PebblePad is available for all staff at Griffith. PebblePad can be used in teaching and learning to create, curate and represent personal or professional progression. Some key uses of PebblePad at Griffith include:

- Enhancing student-centred design as well as teaching and learning practices that support Griffith 2020 principles of efficient and equitable management and monitoring of collaborative/peer group and project work. This aligns with Griffith's strategic priorities.
- Enabling student-centred cross-course and program-level design and learning including cross-course integration, multi-source feedback (peer, instructor, and external) and collecting evidence of learning through.
- Facilitating professional learning and continuing professional development of academic and professionals.

Please contact your department Blended Learning Advisor/Educational Designer for PebblePad support or for implementation.

This PebblePad site provides further information.
2018 Events

2nd Event for 2018: Student attrition & retention in online BBus courses

Invitation
Attached Files: INVITATION_2nd TCoP Event for 2018_Student attrition & retention in online BBus courses.pdf (220.993 KB)

PowerPoint
Attached Files: FINAL_TCoP presentation.pptx (1.93 MB)

Recording
Attached Files: Griffith Business School 26 Apr 13 1054 AM.wmv (188.158 MB)
GBS TCoP

Benefits:
- Building a culture of cooperation and collaboration
- Sharing of experience, practice and solutions
- Exposure to new approaches, tools and ways of educating
- Supporting a scholarly approach to L&T.

Future plans:
- Build participation further
- Consider digital resources and other means of dissemination
- Discuss alignment of topics/content to emerging issues and GBS strategy/innovation in L&T
Griffith Learning and Teaching Academy

Connecting through Feedback: an emerging community

Sven Venema
School of Information and Communication Technology

Samantha Carruthers
School of Applied Psychology
Shhh... Can I tell you a secret?
A school-wide program that changed an ingrained cultural norm of avoiding sharing L&T practices and reflecting on feedback with peers.

It facilitates regular, collegial and scholarly conversations about course related data, that have become “the way we do things around here”.

Griffith Learning and Teaching Academy (GLTA)
How does it work?

Connecting Through Feedback provides a managed learning process where:

- The benefits should be self-evident
- The process should create value
- The process should enable academics to share experiences
- The process should allow academics to learn from each other
- The process should allow academics to develop collaborative strategies for implementing change
- The process should enable conversations about discipline and program level change, not just course level

The heart of the Connecting Through Feedback Process is building and maintaining the Community of Practice.
How does it work?

- The Connecting through Feedback process extends the scholarly practice of individual critical reflection (Potter & Kustra, 2011).

- It does this by using a group setting to create the conditions for double loop learning (Argyris and Schön, 1974).

- Double loop learning is a critical reflection which stretches and challenges assumptions in order to improve (Wilson 2014).
Connecting Through Feedback

Process

1. Teach Weeks 1-4
2. Collect feedback from Students Week 4
3. Analyse data with Colleagues Week 5 or 6
4. Inform Students of your plan Week 7
5. Teach Weeks 5-12
6. Reflect on what you changed
7. Discuss with colleagues after course
8. Plan what to do next

Scholarly Teaching Cycle 1.

Teaching team

Program level innovation

Website link - https://sites.google.com/griffith.edu.au/connecting-through-feedback/home
Benefits and achievements

What have been the benefits been so far after its introduction in Semester 1, 2014?

Semester 2, 2014:
The percentage of courses (SEC) results < 3.5 went down from 26.2% (S2 2013) to 6.5%

2015:
The school was ranked 1 in “Overall Satisfaction” in Australia, up from 35

Academic staff generally value the 1 hour sessions, and have resisted proposals to reduce the time allocated to discussions (workshop evaluations)

In Interviews, academic staff report that this activity is important and the only time staff get to have these type of conversations.

When surveyed, 16 of 18 participants agreed or strongly agreed that they have noticed sharing more good practices of good teaching.
It wasn’t always easy...
Growing the membership / looking forward:

**Members:** Currently, school of ICT academics and support staff.  
*In future similar CoPs could be introduced in other areas.*

**Recruitment:** Email to all school academics before each workshop

**Future:** Support the possible rollout of this model for a CoP to other schools

Questions?

*References:*


Resources

Connect Through Feedback site
https://sites.google.com/griffith.edu.au/connecting-through-feedback/home

Our paper
Griffith Learning and Teaching Academy
Communities of Practice Symposium

Please join us at the Networking lunch to celebrate 2018 HEA Fellows.