Designing, Implementing and Facilitating Communities of Practice

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Workshop Goals

Briefly review concept of Communities of Practice (CoPs)
Explore how CoP theory is adapted to Higher Education context
Collaborate to articulate how to establish, implement and sustain CoPs with the five phases of a CoP: initiation, creation, infancy, maturity/sustaining & recreating
Collate ideas and resources to support PolyU CoPs and the preparation of CoP proposals
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
University of Southern Queensland
Australian University Context

University of Southern (USQ) learning and teaching experience, multi-modal, on-campus & online

Why CoP started at USQ – 2006 - the story

Affirming member & institutional value of CoPs, AUQA commendation – national accrediting body

*With Communities of practice, I know I’m not alone – USQ member.*
“How is a CoP different from other academic meetings?

Ways of working together in the CoP Review handout & USQ approach

Different approaches to establishing CoPs – Organic; nurtured/supported; created/intentional – OLT resources

http://www.cops.org.au/resources/
## Five phases 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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World Café activity – Discussing aspects of the 5 Phases of CoPs

Identify key issues and strategies for the five phases of a CoPs within PolyU context

Timing - one hour focused discussion

Rationale – Jenny Brockis (2014) *Future Brain: The 12 Keys To Create Your High Performance Brain*

20 mins brain storming = 3 new ideas cf 7 from focused discussion
World Café activity -

Process = one hour for in-depth discussion & consideration. You will be able to contribute to discussion of 3 of the 5 phases (3 cycles of 20 minutes) Move slowly and safely!!

10 tables – 2 for each of the 5 phases, table leaders and scribes will stay at the table to facilitate discussion, recap and refocus after moves, and report back at end of cycles

Participants start at allocated table, move twice or you can stay at the same table
Reporting and sharing World Café ideas

Table leaders share one item from each table, starting with the 2 tables working on
*Initiation*, then
*Creation*
*Infancy*
*Maturity/sustaining*
*Recreating*

How can these ideas contribute to the next round of Community of Practice activities?
# Phases and Key Issues of a Nurtured Higher Education CoP

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<tbody>
<tr>
<td>Topic or cohort focus</td>
<td>Getting buy-in</td>
<td>Nurturing membership</td>
<td>Avoiding institutional takeover/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>
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<td>Resources</td>
<td>Nurturing “the spark”</td>
<td>Building trust</td>
<td>Re-invigorating</td>
<td>Re-negotiating institutional relationship</td>
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<tr>
<td>Seizing the institutional moment</td>
<td>Getting critical mass</td>
<td>Building profile</td>
<td>Rebuilding critical mass</td>
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<td>Finding “the spark”</td>
<td>Leveraging local knowledge and contacts</td>
<td>Credibility of core members and convenors</td>
<td>Re-negotiating</td>
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<td>Identify members</td>
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Where to next with PolyU Cops?
Thank you & References

Home page of Etienne and Bev Wenger-Trayner [http://wenger-trayner.com](http://wenger-trayner.com) +


McDonald, 2014, link to resources for the five phases of a nurtured higher education CoP [http://www.usq.edu.au/cops/resources/altcfellowship/facilitator-resources](http://www.usq.edu.au/cops/resources/altcfellowship/facilitator-resources)