The purpose of this blog is to contribute to the understanding of Communities of Practice (CoP) by Etienne Wenger (1998), who defines CoP as "groups of people who share a concern or passion about something they do and who learn how to do it better as they interact with one another regularly."  
  
Jean Lave and Etienne Wenger first introduced the concept in their 1991 book Situated Learning (Lave & Wenger 1991). The concept was then further developed by Wenger in his 1998 book Communities of Practice (Wenger 1998).

A (CoP) provides sustainable professional development, according to Mak and Pun (2015).   A group of people who learn together to support one another in developing their practice (Wegner 1999).   Additionally, Hur and Brush (2009) described a supportive culture where they exchanged knowledge, concerns, and values.

Defining the CoP Framework and Characteristics According to Wenger (1998), a CoP is an attempt to promote formal change in professional practice which involves three defining components: domain, community, and practice.

From my perspective, here is my interpretation. Domains are groups of individuals with shared interests, concerns, and a common goal. It implies a commitment to that Domain, and the group members have shared competencies and learn from each other. In an interview with Valerie Farnsworth, Irene Kleanthous & Etienne Wenger-Trayner (2016), Wenger-Trayner defines a domain as a community's claim to legitimacy to define competence in that area.

Each Domain contains a community group of people who have common interests, participate in joint activities, share information, form relationships, and learn from each other. Community is built on a sense of belonging among individuals, based on cooperative tasks and strengthened by mutual expectations.

The third is practice, where members of this community are practitioners. It is more than just a group of people with common interests. It is an environment where people share skills, experiences, and stories, co-create tools and discuss solutions to recurring problems.

Charmi Patel (2018) cities Jean Lave and Etienne Wenger that the impact of this idea depends on the chances provided to individuals for learning through practice, rather than learning through supervision from a teacher.   Instead, the newcomer learns from peers, based on the opportunities provided by social structures. I agree with Servage (2008), communities of practice can assist teachers in changing their beliefs and behaviours

Putting into practice Wenger’s theory of CoP to my own work where I teach and mentor disengaged Aboriginal youth in the Pilbara, Northwest in WA. For Aboriginal people, community spirit is paramount, and Etienne's concept of the individual's active participation in the practices of social communities and the creation of his or her own identity through these communities is central. Teacher participation in a CoP can lead to transformative learning outcomes (Herbers et al., 2011).

Charmi Patel cites that Lave and Wenger proposed “a new approach to understanding learning, whereby they focused on informal and situated social interaction, rather than on traditional forms of knowledge-sharing such as lectures, workshops, and solitary reading.

In Mak and Pun (2015), the community is built on collaborative projects and strengthened by mutual expectations. As a facilitator, I assist my group members in learning new coping skills that they can implement in their everyday lives, which can be used to counteract harmful behaviours that shaped their upbringings, such as violence, alcoholism, and addiction.

We encourage the Elders to take a more hands-on approach to work with disengaged Aboriginal children and teens and learn from them Elders because helping disengaged youth is challenging. By participating in and contributing to the practices of their communities, Wenger (1998) states that people create their shared identity over time. If students look up to those who have the same skills and have achieved a stance in that community, they are more likely to develop those skills themselves.

People in the Pilbara who learn together and support one another will develop skills for coping with everyday life. People who share a common concern or passion will learn to do it better as they interact regularly. As Carpenter (2016) points out, professional development activities involving collaboration, such as CoPs, have transformative potential.

According to Etienne Wenger (1998), learning is central to human identity. Each group is different and finding that common concern and passion can be a challenge each time. The students need to discover that there are new paths through the engagement of learning from each other and having a sense that they belong. Wenger (1998) states engaging in and contributing to the practices of their communities allow people to continuously create their shared identity.

Putting into practice the theories into my own classrooms with the disengaged youth, Cox (2005) states that students’ interaction achieves authentic, motivated learning of what needs to be known about the complexities of real practice, the acquisition of knowledge; it requires a change in identity, which occurs through participation in the community of practice.  
  
To close, Patel (2018), applied it to academic terms that mind and body cannot be separated, and knowing and practice are mutually constructed. accepting these statements entails a different ontological perspective and epistemological stance (“ontology” being inquiry into the nature of being; “epistemology” being inquiry into the nature of knowledge). Practice theory considers the relationships between practice and knowing, knowledge and knower, mind and body, and social and individual.

Mak, B., & Pun, S.-H. (2015). Cultivating a teacher community of practice for sustainable professional development: Beyond planned efforts. Teachers and Teaching, 21(1), 4–21.

Wenger, E. (1999). Communities of practice: Learning, meaning, and identity. Cambridge University Press.

Carpenter, J. P. (2016). Unconference professional development: Edcamp participant perceptions and motivations for attendance. Professional Development in Education, 42(1), 78–99. [https:// doi. org/ 10. 1080/ 19415 257. 2015. 10363 03](https://doi.org/10.1080/19415257.2015.1036303)

Hur, J. W., & Brush, T. A. (2009). Teacher participation in online communities: Why do teacher want to participate in self-generated online communities of K-12 teachers? Journal of Research on Technology in Education, 41(3), 279–303. [https:// doi. org/ 10. 1080/ 15391 523. 2009. 10782 532](https://doi.org/10.1080/15391523.2009.10782532)

Herbers, M. S., Antelo, A., Ettling, D., & Buck, M. A. (2011). Improving teaching through a community of practice. Journal of Transformative Education, 9(2), 89–108.

Servage, L. (2008). Critical and transformative practices in professional learning communities. Teacher

Education Quarterly, 35(1), 63–77.

Andrew Cox “What are Communities of Practice? A comparative review of four seminal works Journal of information 31, no. 6 (2005): 527-40.

Patel, C. (2018). An analysis of Jean Lave and Etienne Wenger's : situated learning : legitimate peripheral participation. London, Macat International Ltd.

Communities of practice : learning, meaning, and identity. E. Wenger. Publisher: Cambridge University Press 1998

Valerie Farnsworth, Irene Kleanthous & Etienne Wenger-Trayner (2016) Communities of Practice as a Social Theory of Learning: a Conversation with Etienne Wenger, British Journal of Educational Studies, 64:2, 139-160, DOI: 10.1080/00071005.2015.1133799 To link to this article: <https://doi.org/10.1080/00071005.2015.1133799>

**Assessment Item 3**

**Assessment item 3 - Eportfolio: Perspectives on Education and Training**

**Value: 30%**

**Due Date:** 04-May-2022

**Return Date:** 25-May-2022

**Length:** 800 words

**Group Assessment:** No

**Submission method options:** EASTS (online)

**Task:**Using the 'Posts' tool in your Thinkspace ePortfolio site, write a blog post answering ***one*** of the below questions.

**Using the template provided, submit a copy of your blog post as a Word document via EASTS.**

*There are no 'points for difficulty' - choose one that you feel is more interesting and that you can answer effectively.*

***Option 1***:  Evaluate the use of ePortfolios as teaching and assessment tools in your education and training context.

**Option 2:**  Neil Postman (1995, p. 192) suggests that "all technological change is a Faustian bargain. For every advantage a new technology offers, there is always a corresponding disadvantage".   *Discuss* whether Postman's observation is true of educational technology in contemporary Australian vocational education  (Or for non-VET students: higher education).

***Option 3:***  The idea of *communities of practice* (Wenger, 1999) has reemerged in the context of online education. Discuss what an online community of practice might look like in your educational environment, and how it might support student success.

***Option 4***:  Donald Schön wrote that “reflective practice is a dialogue of thinking and doing through which I become more skilful" Schön (1987, as cited by Bell & Gillett, 1996, p. 47).  Define reflective practice in the context of your field and discuss how will you use it to develop as a professional and educator.

Ensure you draw on **peer-reviewed**journal articles to support your discussion. Starter resources will be provided on the subject site.

**Notes and Advice**

**Important: Site Access and Passwords**

Read the Thinkspace support materials and use the correct settings to ensure that your marker will be able to access the site. In the **SETTINGS**/**Reading**pane, choose one of these options:

If you wish to limit access to only your marker, select the option below.  Create a unique password (NOT your CSU login) and provide it to your marker on the EASTS copy of your assignment.

|  |
| --- |
|  |

It would be an excellent idea to TEST your site access by sharing with a peer via the class Interact2 forum. Note that your Thinkspace site itself is part of this assessment. **Ensure that your site navigation works**: your reader should be able to click from blog post to bio page.

**Sources:**A selection of optional starter reference sources will be provided on the subject site, but you will also need to do additional research for the blog entry. All cited sources should be included in your list of references.  Ensure that images are your own or from a public domain source, such as Wikimedia Commons, and cite the photographer/source.

**Referencing:**Note that claims about populations and groups of people, their attributes, attitudes, behaviour, and education or employment outcomes should be supported with evidence. All source material must be appropriately quoted or paraphrased and cited in APA (author-date) style. Do not use long quotes, and avoid over-using direct quotes.  All words directly copied from any source MUST be placed in quote marks and cited. Do not copy chunks of text from any source.

**Note: Journal articles are available (free) to students through the CSU Library**. If you encounter a journal 'paywall' particularly if using Google Scholar or a direct link, try searching for the article name via CSU Library's Primo Search, or seek assistance from a librarian. Similarly, if links don't work, try searching for the title in Primo.

**MARKING CRITERIA AND STANDARDS**

[back to top](https://outlines.csu.edu.au/delivery/published/EML102/202160/W/D/outline.html#contentPanel)

**MARKING CRITERIA AND STANDARDS**

[back to top](https://outlines.csu.edu.au/delivery/published/EML102/202230/W/D/outline.html#contentPanel)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Marking Criterion | 85-100% | 75-84% | 65-74% | 50-64% | 0-49% |
| Create and organize content. Use plain formal English and appropriate selection of voice and perspective. | Written with the reader in mind; writing is tightly focused and well organized with paragraphs focused around single ideas and written in clear, formal English with a sense of narrative flow. Demonstrates astute and original question analysis. | Writing is well organized, with paragraphs focused around single ideas and written in clear, formal English with a sense of narrative flow. Demonstrates astute question analysis. | Writing is well organized, with paragraphs focused around single ideas, and written in plain, clear English. Demonstrates accurate question analysis. | Within set word count. The article has some sense of organization and are written in plain, clear English. Addresses question. | Over/Under word count. Paragraphs are excessively long, short, or disjointed. Disorganized material. Dot points. No sense of narrative. Wanders off-topic or fails to address the question.  A significant number of spelling, punctuation or grammatical errors per page. |
| Demonstrate understanding of using sources to support academic writing | Effectively and efficiently supports claims with data and research from credible sources, consistently correctly cited in APA 7th edition style. Provides an accurately formatted and error-free reference list. | Supports claims with data and research from credible sources, cited in APA 7th edition style.  Includes correctly formatted reference list. | Supports most claims with data and research, correctly cited in APA 7th edition style.  Includes well-formatted reference list. | Some attempt at supporting claims with data & acknowledging sources in APA style.  Includes basic reference list. | Plagiarism. Unsupported claims or limited use of supporting literature; No or poor attempt at citation. Incorrectly formatted citations. Poor paraphrasing.  No reference list. |
| Information is smoothly integrated, discussed or analysed with strong sense of authorial voice. | Information is integrated and effectively discussed or analysed. | Information is presented and explained or discussed. | Some attempt at discussing or explaining the information presented. | Little or no information presented; examples are anecdotal. Data or information is presented but not integrated with discussion. Lack of authorial voice. |
| Be able to establish an online presence with their writing | Thinkspace site has clear and functioning navigation. Color and font choices ensure that text is clear and easy to read. The site shows evidence of personal design choices enhanced by multimedia, and indicates appropriate focus on personal and professional contexts relevant to education and training. | | Site has functioning navigation and readable text. There is evidence of some deliberate design choices. Text is enhanced by an appropriate selection of images. | Site has functioning navigation and readable text. Some attention to design choices. | Lack of professionalism. Excessive informality. Lack of relevance to education and training context. No evidence of design choices. Lack of text formatting. Lack of images & multimedia. Marker unable to access site. |
| Marking criteria are approximately evenly weighted; however, plagiarism is heavily penalized. | | | | | |

PRESENTATION

This assignment is to be created on the Thinkspace Wordpress site. It is strongly recommended that you write content on your own computer using Word or similar, so that you have a backup copy.