GAME Community of Practice and Learning Task Force

Thank you for your contributions to the development of the GAME Communities of Practice and Learning (CoPL)

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What is a Community of Practice and Learning (CoPL)?

What are communities of practice?

Communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly.

What educational theories underpin CoPs?

- CoPs fall within the umbrella term social learning theories
- CoPs are about longitudinal relationship building and meaningful involvement in teams
- Rather than asking what kind of cognitive processes and tasks are needed, we need to ask what kinds of social engagements provide the proper context for learning to take place
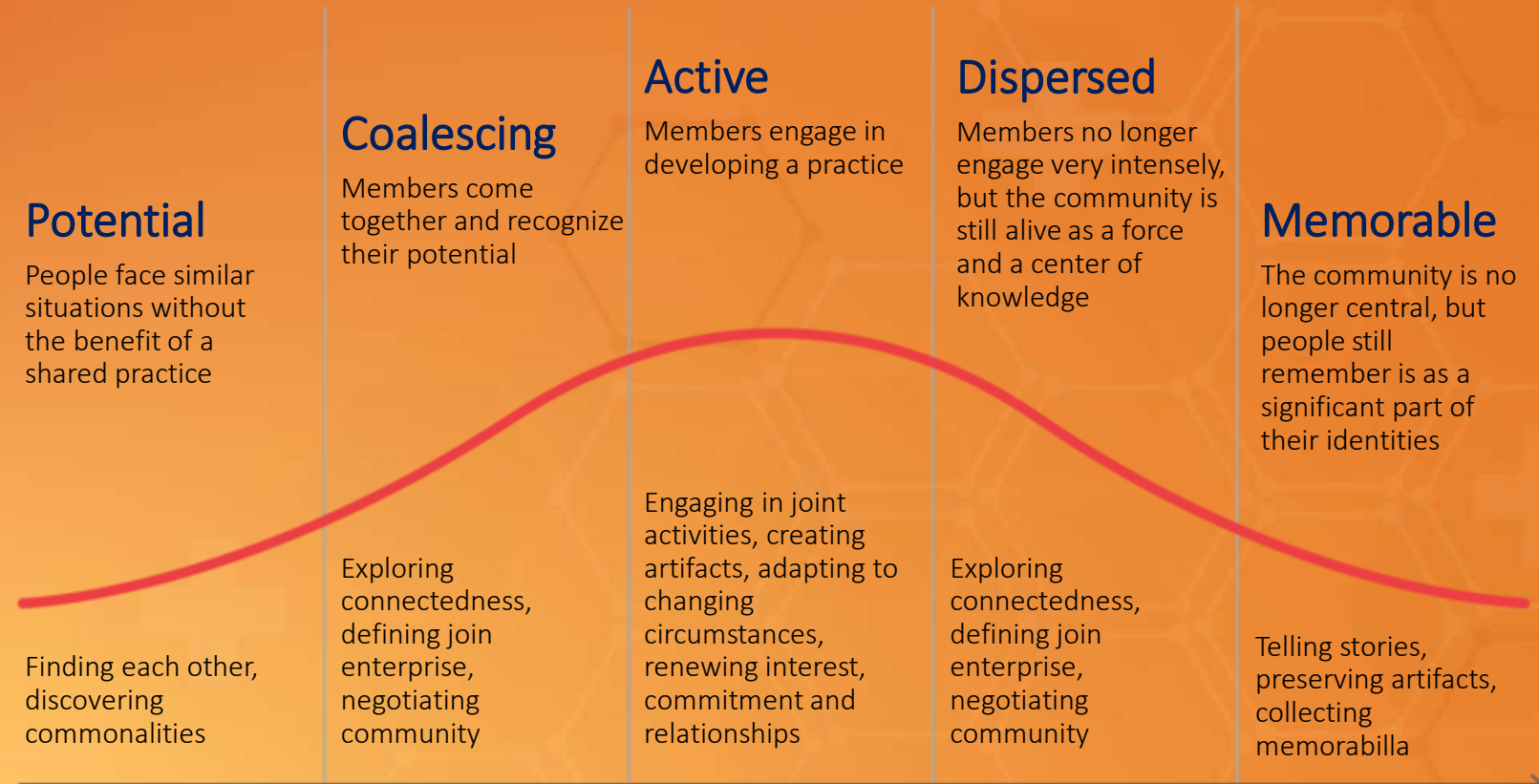
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How do we cultivate a CoP?

Developing a CoP is a bottom-up process as well as a top-down one. Membership is voluntary and not constrained by professional or organizational boundaries. The starting point in community formation is typically the practitioner-informed identification of a practice gap, issue or need
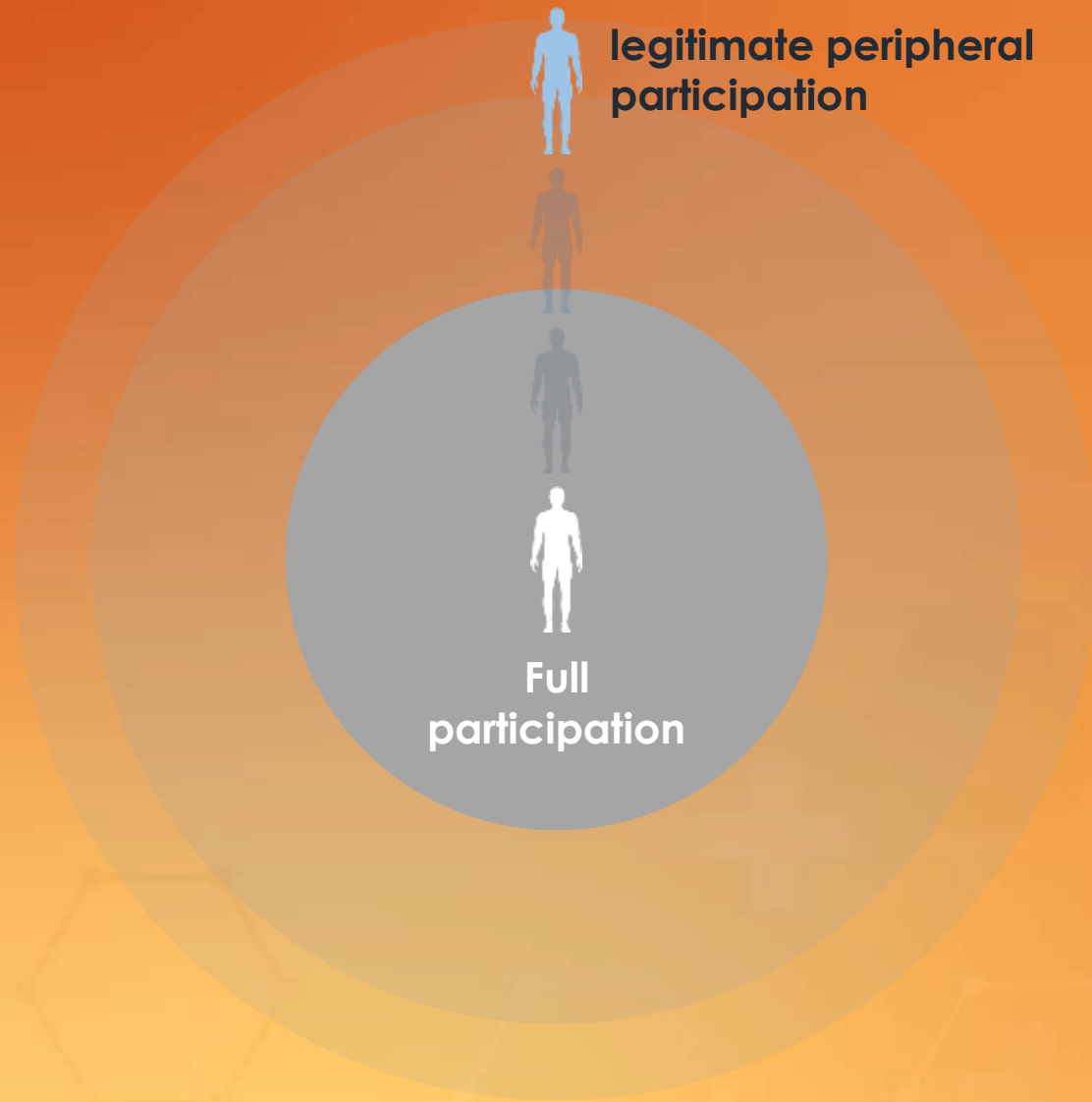
1. Define the domain of shared inquiry

2. Get the community together

3. Support mutual engagement and development of the practice: practice is the specific knowledge that the community develops, shares, and maintains

Ranmuthugala, G., Plumb, J. J., Cunningham, F. C., Georgiou, A., Westbrook, J. I., & Braithwaite, J. (2011). How and why are communities of practice established in the healthcare sector? A systematic review of the literature. BMC health services research, 11, 273. https://doi.org/10.1186/1472-6963-11-273

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Creating a CoPL is a Process – Not a Calculation

Communities of practice move through various stages of development characterized by different levels of interaction among the members and different kinds of activities.

Potential
People face similar situations without the benefit of a shared practice

Finding each other, discovering commonalities

Coalescing
Members come together and recognize their potential

Exploring connectedness, defining join enterprise, negotiating community

Active
Members engage in developing a practice

Engaging in joint activities, creating artifacts, adapting to changing circumstances, renewing interest, commitment and relationships

Dispersed
Members no longer engage very intensely, but the community is still alive as a force and a center of knowledge

Exploring connectedness, defining join enterprise, negotiating community

Memorable
The community is no longer central, but people still remember is as a significant part of their identities

Telling stories, preserving artifacts, collecting memorabilla

Knowledge management is a donut: shaping your knowledge strategy with communities of practice. By Etienne Wenger. Ivey Business Journal, January 2004.

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legitimate peripheral participation

Full participation

As learners become more competent, they become more involved in the main processes of the particular community.

They move from **legitimate peripheral** participation to into **'full participation'**.

Learning is not seen as the acquisition of knowledge so much as a process of social participation. The nature of the situation impacts significantly on the process.

Wenger, E. (1998). Communities of practice: Learning, meaning, and identity. Cambridge: Cambridge University Press.
Lave, J., & Wenger, E. (1991). Situated learning: Legitimate peripheral participation. Cambridge: Cambridge University Press.

How Do We Start to Build a CoP?

Define the domain of interest

01

Domain: the area of knowledge that brings the community together, gives it its identity, and defines the key issues that members need to address.

Cultivate the communities according to the domain

02

Community: the group of people for whom the domain is relevant, the quality of the relationships among members, and the definition of the boundary between the inside and the outside.

Engage practitioners in the development their practice

03

Practice: the body of knowledge, methods, tools, stories, cases, documents, artefacts, which members share and develop together.

1Knowledge management is a donut: shaping your knowledge strategy with communities of practice. By Etienne Wenger. Ivey Business Journal, January 2004.

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GAME CoPL Methodology

- Formed a CoPL task force

- Survey of membership and broader CPD community
- Dedicated session at the GAME Virtual Conference 2024
  - Introduced the GAME CoPL conceptually
  - Held facilitated small group conversations about CoPL at GAME
  - Debriefed additional qualitative findings
- CoPL task force (TF) met regularly

- Our name was born **GAME PLAY** – **GAME Peer Learning & Advancement Yard**
  - Our TF collaborated on developing operating methodology
  - We designed the website home page at GAME
  - Discussed schedule for facilitated regular monthly meeting
  - Created WhatsApp channel for GAME PLAY
  - Ready to go live …..

Key Factors Influencing Decision to Join CoPL – Regional Differences
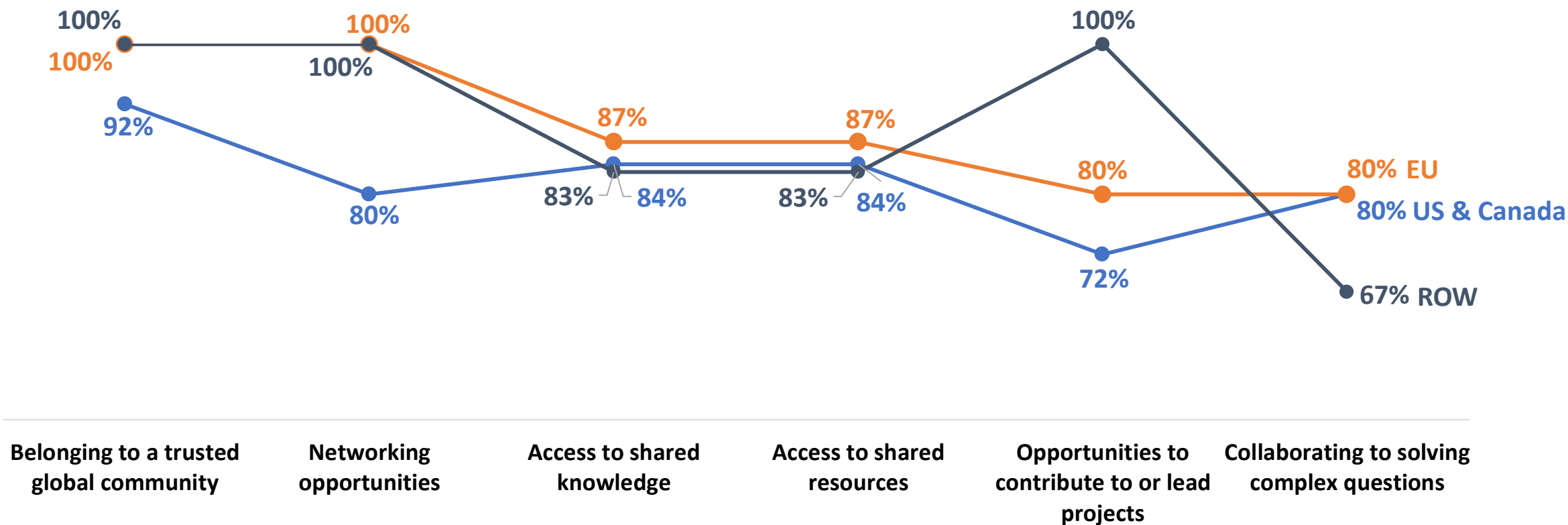
Note. Influence of each opportunity on decision to join a CoPL was rated using a five-point Likert scale: 1-No Influence, 2-Minor Influence, 3-Moderate Influence, 4-High Influence, 5-Very High Influence. Percentages reported are percentages of respondents who selected a rating of 4 or 5.

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- → RESOURCE LIBRARY
- → UPCOMING MEETINGS
- → PROJECTS
- → SHARE YOUR IDEAS

About GAME PLAY

"Practice is a shared history of learning. Practice is conversational. Communities of Practice are groups of people who share a concern (domain) or a passion for something they do and learn how to do it better (practice) as they interact regularly (community)."

— Etienne Wenger —

GAME Peer Learning and Advancement Yard – a virtual space where collaborative and creative learning happens

We are colleagues, friends, leaders, and followers; we coach, mentor, share, help, and support each other; we share resources and create what we need in a respectful and trusted community; we learn together and from each other joyfully because we choose it freely for ourselves.

We believe that we all bring expertise and unique perspectives to our community of practice and learning, and we take turns as facilitators and project leaders.

Breakout discussions

We will now breakout into small groups to discuss your experiences with communities of practice, as well as needs, ideas, and expectations

Questions for Small Group Discussion

Prior Experience with CoPL

- Have you ever been part of a CoPL group before? What was your experience like?
- What worked well (or not so well) in your previous involvement with CoPL?
- What does CoPL mean to you personally?

Topics, Focus Areas, and Ways of Working

- What key topics or challenges in your work would you like to explore with peers as part of CoPL
- What kinds of activities or formats would you find most valuable?
- How often would you realistically be able (or willing) to meet or contribute?

Motivation and Interest

- What excites you about the idea of being part of a CoPL?
- What would make you want to regularly participate in this group?
- What would success look like for you in this CoPL?

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