Communities of Practice (CoP)

Generating Authentic PD Buy-In while Reducing PD Barriers

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Discussion

What are some participation barriers to professional development?

Our Solution:
Communities of Practice

What is a CoP?

- A group of people who share a common concern, a set of problems, or an interest in a topic and who come together to fulfill both individual and group goals.

- Often focused on sharing best practices and creating new knowledge to advance a domain of professional practice.

Why CoPs Work?

- **Complex problems** require more implicit knowledge, which cannot be codified.
- **Implicit knowledge** can only be shared through conversations and observation.
- **New ideas** come from diverse networks, often from outside the organization.
- **Learning is part of work**, not separate from it. Communities of practice enable the integration of work and learning.
- **Andragogy** is critical for instructors. Consider point of need, self-directed learning, and application of prior experience.

Factors of CoP Success

1. **Ownership**: Communities of practice thrive on social energy, which both derives from and creates identification.
2. **Leadership**: The dedication and skill of people who take the initiative to nurture the community.
3. **Time**: Because time is at such a premium, a key principle of community cultivation is to ensure "high value for time" for all those who invest themselves.

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We Identified a Need

Enrollment increase

Onboarding delays

Waitlist demands

Catalyst for late start classes

Poor Success data

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Steps to Creation

1 Determine the need, looking for gaps, needs assessments, FAQs, HelpDesk, etc.

2 Gather research on the topic, and make an outline.
- 4-6 weeks works
- Short is better

3 Generate Discussion questions
- Self reflection
- General group discussion

4 Determine the best time of the semester for point-of-need.

5 Create a call-out for participants
- Availability
- Facilitator

6 Form groups of 6-8 for best discussions (and to address drop outs)

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Steps to Creation

7 Assign facilitators to create the meeting schedule and run discussions.

8 Post to the CoP once weekly with a reflection survey, materials, and discussion questions.

9 Meet once the CoP is over for a final reflection meeting. Good for feedback!

10 Take attendance and submit for flex.

Repeat!

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Teams

General Posts Files PLC Notebook 4 more +

Meet

Your teams

LC Late-Start Course CoP

General
Facilitators
Group 1
Group 2
Group 3
Group 4

TO The OASIS

General
Monthly Tutor Trainings
Tutor Orientation Materials
1 hidden channel

Library Assessment W...

OER Taskforce

General
FA21 Faculty Stipend Process

Join or create a team

CC Carrie Consalvi 9/29/22 3:06 PM Edited

Basics of the CoP

Welcome to the Late-Start Course Community of Practice!

A few things to note:

1. Readings and resources for the week will be found in the **"General > Files"** tab within the weekly folder. Please make sure you read these materials prior to attending your weekly group session.
2. Each week, we will post to this general board a Personal Reflection form with 3 discussion questions. Take a moment to reflect on your current practices and the materials you've read prior to attending the group meeting. You will have the opportunity to discuss your thoughts in the live group session. Please be sure to bring a copy of your responses with you to the meeting. ***Note: these reflections will also enable us to give you the FLEX hours for the prep time.***
3. You will have access to your group through your **"Channel"** in Teams. This is your space to post additional resources, thoughts, and questions. You are also welcome to post to the general board if you feel it would benefit the entire group.
4. At the end of the CoP, we will compile all resources and notes from each group to share with the entire community at large. All comments will remain anonymous.

If you have any questions or concerns, please feel free to contact us (cconsalvi@msjc.edu or lspringer@msjc.edu).

See less

New conversation

What are the benefits of our CoP Structure?

- ○ Increases productivity by minimizing time expenditure
- ○ Repeatability (with minor revisions)
- ○ Select specific components (participation level)
- ○ Point of need
- ○ Supports novice teachers
- ○ Informal mentoring support structure

The Feedback

- 55% said a sense of community or less isolation was the biggest takeaway in the CoP
  - "The most worthwhile of this even [sic] was the sense of community. I didn't feel so overwhelmed in starting on a new campus, and I felt supported" - Fall 2022 CoP participant
- 65% left with a new strategy or activity
  - "I liked that I was able to get feedback from other teaching faculty and advice on how to look at things differently." - Fall 2022 CoP participant

Brainstorming Session

1. Spend 3 minutes individually writing down potential CoP topics.
2. Share ideas with your table.
3. Vote on the topic you want to explore.
4. Create a 4 week outline of sub-topics you'd like to research.
5. Post to the Padlet.

20:00

Things to Consider While Planning

CoP Activities

- **Goals or Gap Addressed: What are we working toward?**
  - Late Start Course Success, Alternatives to Discussion Boards
- **Rhythm: What will be the pace and rhythm?**
  - 4 weeks + one meeting; weekly readings; weekly Zoom; Self-reflection
- **Communication: What's the best platform to do this?**
  - Microsoft Teams with specific channels
- **Engagement: What is valuable for the participation of the group?**
  - Self-directed/parceled approach
  - Attendance at meetings & self-reflection each at 1 hr.

[Sample Plan for One-year Community of Practice](#)

Participation Credit

- **Flex Participation**
  - 1 hr for readings/reflections
  - 1 hr for Zoom discussion
- **Parceled Approach**
  - Could elect to participate however they want
- **Attendance taken at each meeting**
- **Facilitator receives extra Flex time for managing the CoP**
- **Entered into Cornerstone after session is complete**

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Facilitators

- **Identify a Facilitator and Roles**
- The facilitator's role involves consulting, connecting, facilitating, helping, and guiding. Facilitators cultivate and sustain the community through:
  - Monitoring activities
  - Encouraging participation
  - Reporting community of practice activity (through metrics and evaluations)
  - Collecting and sharing evidence of participation and impact
  - Managing community of practice events (including face-to-face meetings and live webinars).
- [Facilitators](#)

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Types of Research

Consider how content fits into one or more of the following three categories:

- Materials and information that participants can read and review on their own
- Knowledge and information that benefits from listening to a structured presentation or a subject matter expert
- Shared knowledge and experiential learning that benefits from interaction between participants.

Designing for Online Participation

- Create opportunities for open dialogue.
- Welcome and allow different levels of participation.
- Combine familiarity and excitement.
  - Consider how the collaboration tools that are part of conferencing software can be used to do this— voting, short answer polls and white boards are all strategies for participants to share and document their ideas.
- Find and nurture a regular rhythm for the community.

Types of Data to Collect

Throughout the life cycle of the community, three basic kinds of data can be collected:

- **Needs assessment**: What do members of the community want and need?
- **Participation**: How active was the community?
- **Impact**: How did practice change as a result of the community of practice?

Sample Data Gathering Plan
Sample Reflection Form and Final Assessment from Late Start CoP

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Make a Legacy Plan

- How will you share your materials?
- Will there be other deliverables?
- How will you share with your colleagues?
- How will you know it's successful?
- Will the CoP meet for 30, 60, 90 days after?

Engagement

- **Timing:** Difficulty scheduling the sessions
  - Our faculty did not want to create their own content.
- **Modality:** Is f2f or online more manageable?
- **Interest:** Is the topic at the point of need and interesting?
- **Marketing:** Do people know about it and did we use the right language?

Discussion Questions

How do we foster high levels of engagement from classified, faculty, and admin in the Communities of Practice?

5:00

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Equity

- **On-trend Key Terms:** Do some people disengage when they see the words?
- **Saturation:** Have we reached the point of crossing the chasm of change?
- **Perceptions:** Do they see themselves represented in the facilitation?
- **Marketing:** Are we promoting the right things for the engagement we want?

Discussion Questions

How can we address potential resistance or pushback to equity topics in the way we market our professional development?

5:00

Technology

- **Digital Literacy:** Do they know how to use the platform?
- **Modality:** Is it the right tool for the kind of engagement we want?
- **Support:** Do we have adequate support for those who need scaffolded instruction?

Discussion Questions

Given that some participants may feel intimidated or lack the skills to use basic technology, how can we approach this challenge within our professional development framework?

5:00

Expansion of CoPs

- Create a template for CoP building
- Encourage post-CoP continuation
- Create an assessment loop post-participation
- Facilitate user-generated CoPs
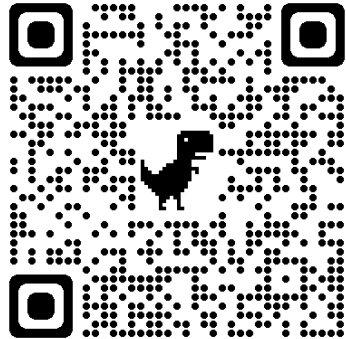- Create out-of-the-box packages for interested participants

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Scan the QR Code for our 8-Week CoP materials.