If the body of knowledge of a profession is a living landscape of practice, then our personal experience of learning can be thought of as a
journey through this landscape. Within Learning in Landscapes of Practice, this metaphor is further developed in order to start an important conversation about the nature of practice knowledge, identity and the experience of practitioners and their learning. In doing so, this book is a pioneering and timely exploration of the future of professional development and higher education. The book combines a strong theoretical perspective grounded in social learning theories with stories from a broad range of contributors who occupy different locations in their own landscapes of practice. These narratives locate the book within different contemporary concerns such as social media, multi-agency, multi-disciplinary and multi-national partnerships, and the integration of academic study and workplace practice. Both scholarly, in the sense that it builds on prior research to extend and locate the concept of landscapes of practice, and practical because of the way in which it draws on multiple voices from different landscapes. Learning in Landscapes of Practice will be of particular relevance to people concerned with the design of professional or vocational learning. It will also be a valuable resource for students engaged in higher education courses with work-based elements.

Handbook on Knowledge Management 1 Connecting with other people, finding a sense of belonging and the need for support are natural human desires. Employees who don't feel supported at work don't stay around for long - or if they do, they quickly become unmotivated and unhappy. At a time when organisational structures are flattening and workforces are increasingly fluid, supporting and connecting people is more important than ever. This is where organisational communities of practice come in. Communities of practice have many valuable benefits. They include accelerating professional development; breaking down organisational silos; enabling knowledge sharing and management; building better practice; helping to hire and retain
staff; and making people happier. In this book, Emily Webber shares her learning from personal experiences of building successful communities of practice within organisations. And along the way, she gives practical guidance on creating your own.

Reading for Understanding This book offers important insights into the challenging yet rewarding journey of undertaking a PhD. Written by students, for students, the book explores a range of case studies from creative arts and humanities doctoral students, embracing a cognitive, emotional and transformational metaphor of the journey. The volume is organised around themes and concerns identified as important by PhD students, such as building resilience and working with supervisors, and includes personal stories, case studies, scholarly signposts and key take-away points relevant to all doctoral settings. With perspectives from all stages of the doctoral journey, this book is sure to become a valuable support to students and supervisors alike, as well as those working in research education and training.

Handbook of Urban Educational Leadership An incisive study of situated learning, analyzed through a critical theory of social practice as transformational change in everyday life.

Learning in Landscapes of Practice Provides an examination of past and future e-learning approaches, and explores the implications of applying e-learning in practice. This work is useful for those involved in technology learning systems. It is of relevance to those involved in ICT and education modules, and e-learning courses.

The Doctoral Experience "Teaching and learning communities are communities of practice in which a group of faculty and staff from across disciplines regularly meet to discuss topics of common interest
and to learn together how to enhance teaching and learning. Since these teaching and learning communities can bring together members who might not have otherwise interacted, new ideas, practices, and synergies can arise. The role of librarians in teaching and learning has been reexamined and reinvigorated by the introduction of the ACRL Framework for Information Literacy for Higher Education, which offers a conceptual approach and theoretical foundations that are new and challenging. Building Teaching and Learning Communities: Creating Shared Meaning and Purpose goes beyond the library profession for inspiration and insights from leading experts in higher education pedagogy and educational development across North America to open a window on the wider world of teaching and learning, and includes discussion of pedagogical theories and practices including threshold concepts and stuck places; the Scholarship of Teaching and Learning (SoTL); disciplinary approaches to pedagogy; the role of signature pedagogies; inclusion of student voices; metaliteracy; reflective practice; affective, behavioral, and cognitive aspects of learning; liminal spaces; and faculty as learners. This unique collection asks each of the authors to address this question: What do we as educators need to learn (or unlearn) and experience so we can create teaching and learning communities across disciplines and learning levels based on shared meaning and purpose? Six fascinating chapters explore this question in different ways Building Teaching and Learning Communities is an entry into some of the most interesting conversations in higher education and offers ways for librarians to socialize in learning theory and begin ‘thinking together’ with faculty. It proposes questions, challenges assumptions, provides examples to be used and adapted, and can help you better prepare as teachers and pursue the essential role of conversation and collaboration with faculty and students."
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Journalism, fake news & disinformation Artificial Intelligence and Tutoring Systems: Computational and Cognitive Approaches to the Communication of Knowledge focuses on the cognitive approaches, methodologies, principles, and concepts involved in the communication of knowledge. The publication first elaborates on knowledge communication systems, basic issues, and tutorial dialogues. Concerns cover natural reasoning and tutorial dialogues, shift from local strategies to multiple mental models, domain knowledge, pedagogical knowledge, implicit versus explicit encoding of knowledge, knowledge communication, and practical and theoretical implications. The text then examines interactive simulations, existing CAI traditions, and learning environments. The manuscript elaborates on knowledge communication, didactics, and diagnosis. Topics include knowledge presentation and communication, pedagogical contexts, target levels of didactic operations, behavioral and epistemic diagnosis, and aspects of diagnostic experience. The publication is a dependable reference for researchers interested in the computational and cognitive approaches to the communication of knowledge.

Teaching in a Digital Age This benchmark text provides an accessible yet critical introduction to the theory and application of communities of practice and their use in a diverse range of managerial and professional contexts, from education to human resource development. This book charts the development of the idea of communities of practice and explores the key relationship between learning and identity among newcomers and ‘old timers’ male and female workers the low skilled and the high skilled professionals and managers adults and adolescents. Drawing on international empirical studies and adopting a multi-disciplinary approach, this book is useful reading for all students, researchers, practitioners and policy makers with an interest in work, employment, labour markets, learning, training or education.
Situated Learning  The emergence of the National Council of Teachers of Mathematics Standards in 1989 sparked a sea change in thinking about the nature and quality of mathematics instruction in U.S. schools. Much is known about transmission forms of mathematics teaching and the influence of this teaching on students' learning, but there is still little knowledge about the alternative forms of instruction that have evolved from the recent widespread efforts to reform mathematics education. Beyond Classical Pedagogy: Teaching Elementary School Mathematics reports on the current state of knowledge about these new instructional practices, which differ in significant ways from the traditional pedagogy that has permeated mathematics education in the past. This book provides a research-based view of the nature of facilitative teaching in its relatively mature form, along with opposing views and critique of this form of pedagogy. The focus is on elementary school mathematics classrooms, where the majority of the reform-based efforts have occurred, and on the micro level of teaching (classroom interaction) as a source for revealing the complexity involved in teaching, teachers' learning, and the impact of both on children's learning. The work in elementary mathematics teaching is situated in the larger context of research on teaching. Research and insights from three disciplinary perspectives are presented: the psychological perspective centers on facilitative teaching as a process of teachers' learning; the mathematical perspective focuses on the nature of the mathematical knowledge teachers need in order to engage in this form of teaching; the sociological perspective attends to the interactive process of meaning construction as teachers and students create intellectual communities in their classrooms. The multidisciplinary perspectives presented provide the editors with the necessary triangulation to provide confirming evidence and rich detail about the nature of facilitative teaching. Audiences for this book
include scholars in mathematics education and teacher education, teacher educators, staff developers, and classroom teachers. It is also appropriate as a text for graduate courses in mathematics education, teacher education, elementary mathematics teaching methods, and methods of research in mathematics education.

How People Learn In this important theoretical treatist, Jean Lave, anthropologist, and Etienne Wenger, computer scientist, push forward the notion of situated learning - that learning is fundamentally a social process. The authors maintain that learning viewed as situated activity has as its central defining characteristic a process they call legitimate peripheral participation (LPP). Learners participate in communities of practitioners, moving toward full participation in the sociocultural practices of a community. LPP provides a way to speak about crucial relations between newcomers and old-timers and about their activities, identities, artefacts, knowledge and practice. The communities discussed in the book are midwives, tailors, quartermasters, butchers, and recovering alcoholics, however, the process by which participants in those communities learn can be generalised to other social groups.

Communities of Practice Since the turn of the century, the phenomenon of learning has received increasingly more attention. Within the theoretical field, a variety of theories of learning have evolved. The field of research on learning has become very complex, with different foci, founders and proponents, schools, and disciplinary approaches. This book is a first publication in the 'On the definition of learning' network. The network arose out of the aspiration to study the phenomenon of learning in depth, and to understand its complex relationship to empirical investigation and teaching. Based on the assumption that it is important to be sensitive to the variety of concepts and theories of learning in the field, and to
continue to cultivate that variety, this book takes a step towards actively and critically engaging the various approaches in the field of learning theory. At the same time it emphasizes the complex relationships that exist between conceptualizations of learning and the empirical phenomenon of learning and teaching. It discusses how conceptualizations of learning are put to work in educational contexts, and how the normative aspects of learning in relation to discussions of what is considered worth learning influence the formative processes of human development. [Subject: Education, Education Theory]

Cultivating Communities of Practice This book reveals the mechanism through which adults learn through boundary-crossing experiences. Boundary crossing, though defined in various ways, refers to activities in which persons belonging to different organizations collaborate in a context different from their workplace. While boundary crossing attracts researchers and practitioners as a platform for adult learning, previous analysis of its mechanism has been insufficient. To address this research gap, this text reviews literature on theories related to boundary crossing on an interdisciplinary basis, and empirically analyses the mechanism of learning through boundary crossing and associated job crafting. It also explains the concepts and techniques of the Modified-grounded theory approach (M-GTA) in order to facilitate easy understanding among researchers and practitioners in management and organization research. While job crafting is one of the research topics attracting a large number of researchers today, there is a lack of empirical studies on this topic. This book addresses cases in Japan where various experimental projects are in progress. However, noting the fact that the labor market and human resource management (HRM) practices in Japan are not as different from other countries as is usually said, its findings can be applied to other settings across the
Communities of practice Today, more people want to know how to make a meaningful difference to what they care about. But for that, traditional approaches to learning often fall short. In this book, we offer a theoretical and practical way forward. We introduce the concept of social learning spaces for developing both new capabilities and a sense of agency. We provide a rich framework for focusing on the value of social learning spaces: how to generate this value, monitor it, and learn iteratively through the process. The book is a useful extension and refinement of 'communities of practice' for those familiar with the theory. For those who are not, the chapters will lay out a new way to approach learning. This volume is written to serve the needs of readers across fields, including researchers, educators, and leaders in business, government, healthcare, and international development.

Building Successful Communities of Practice 1.1
Introduction Each year corporations spend millions of dollars training and educating their employees. On average, these corporations spend approximately one thousand dollars per employee each year. As businesses struggle to stay on the cutting-edge and to keep their employees educated and up-to-speed with professional trends as well as ever-changing information needs, it is easy to see why corporations are investing more time and money than ever in their efforts to support their employees’ professional development. During the Industrial Age, companies strove to control natural resources. The more resources they controlled, the greater their competitive edge in the marketplace. Senge (1993) refers to this kind of organization as resource-based. In the Information Age, companies must create, disseminate, and effectively use knowledge within their organization in order to maintain their market...
share. Senge - scribes this kind of organization as knowledge-based. Given that knowledge-based organizations will continue to be a driving force behind the economy, it is imperative that corporations support the knowledge and information needs of their workers.

The Routledge Handbook of English as a Lingua Franca

The #1 New York Times bestseller. Over 3 million copies sold! Tiny Changes, Remarkable Results No matter your goals, Atomic Habits offers a proven framework for improving—every day. James Clear, one of the world’s leading experts on habit formation, reveals practical strategies that will teach you exactly how to form good habits, break bad ones, and master the tiny behaviors that lead to remarkable results. If you’re having trouble changing your habits, the problem isn’t you. The problem is your system. Bad habits repeat themselves again and again not because you don’t want to change, but because you have the wrong system for change. You do not rise to the level of your goals. You fall to the level of your systems. Here, you’ll get a proven system that can take you to new heights. Clear is known for his ability to distill complex topics into simple behaviors that can be easily applied to daily life and work. Here, he draws on the most proven ideas from biology, psychology, and neuroscience to create an easy-to-understand guide for making good habits inevitable and bad habits impossible. Along the way, readers will be inspired and entertained with true stories from Olympic gold medalists, award-winning artists, business leaders, life-saving physicians, and star comedians who have used the science of small habits to master their craft and vault to the top of their field. Learn how to: • make time for new habits (even when life gets crazy); • overcome a lack of motivation and willpower; • design your environment to make success easier; • get back on track when you fall off course; and much more. Atomic Habits will reshape
the way you think about progress and success, and give you the tools and strategies you need to transform your habits—whether you are a team looking to win a championship, an organization hoping to redefine an industry, or simply an individual who wishes to quit smoking, lose weight, reduce stress, or achieve any other goal.

Practice-Based Education This authoritative handbook examines the community, district, and teacher leadership roles that affect urban schools. It will serve as a foundation for pedagogical and educational leadership practices that foster social justice, equity, and advocacy for those who have been traditionally and historically underserved in education. The handbook’s ten sections cover topics as diverse as curriculum, instruction, and educational outcomes; gender, race, and class; higher education; and leadership preparation and support. Its twenty-nine chapters offer both American and international perspectives.

Social Learning Systems and Communities of Practice Practice-Based Education: Perspectives and Strategies. This book draws on the collective vision, research, scholarship and experience of leading academics in the field of practice-based and professional education. It presents multiple perspectives and critical appraisals on this significant trend in higher education and examines strategies for implementing this challenging and inspiring mode of learning, teaching and curriculum development. Eighteen chapters are presented across three sections of the book: Contesting and Contextualising Practice-Based Education Practice-Based Education Pedagogy and Strategies The Future of Practice-Based Education.

On the Definition of Learning Designing for Change brings to life decades of research in social learning theory by Beverly and Etienne Wenger-Trayner. This is
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a case study of the University Innovation Fellows student program, an example of how their theories have played out in higher education. While learning has historically been associated with mental acquisition of a curriculum, colleges and universities today are recognizing that our young people must leave school prepared to tackle complex, real-world problems that are not always found in textbooks. How might we provide students with opportunities to gain these necessary skills and mindsets? The learning frameworks and stories in this book will provide insights into how social learning theory can be used to help students approach challenges head-on and create meaningful solutions that benefit everyone.

Communities of Practice With the future of education being disrupted and the onset of day-to-day uncertainties and challenges that have to be solved quickly, teachers are now turning to professional development communities/support communities where they can share and learn about effective practices to use in the classroom. While transitioning to blended or online learning and keeping up with the technological advances in education, these communities provide an essential backbone for teachers to rely on for support and updated knowledge on what educational practices are being utilized, how they are working, and what solutions have been found for the ever-changing climate of education. Research on the benefits and use of these communities, as well as on the latest educational practices, is essential in teacher development and student learning in the current culture of a rapidly changing educational environment. The Research Anthology on Facilitating New Educational Practices Through Communities of Learning contains hand-selected, previously published research that provides information on the communities of learning that teachers are currently involved in to seek the latest educational practices. The chapters cover the context of these communities, the benefits, and an
overview of how this support is a necessary tool in today’s practices of teaching and learning. While highlighting topics such as learning communities, teacher development, mentoring, and virtual communities, this book is essential for inservice and preservice teachers, administrators, teacher educators, practitioners, stakeholders, researchers, academicians, and students who are interested in how communities of practice tie into professional development, teacher learning, and the online shift in teaching.

Implementing Communities of Practice in Higher Education The role of Corporate Social Responsibility in the business world has developed from a fig leaf marketing front into an important aspect of corporate behavior over the past several years. Sustainable strategies are valued, desired and deployed more and more by relevant players in many industries all over the world. Both research and corporate practice therefore see CSR as a guiding principle for business success. The “Encyclopedia of Corporate Social Responsibility” has been conceived to assist researchers and practitioners to align business and societal objectives. All actors in the field will find reliable and up to date definitions and explanations of the key terms of CSR in this authoritative and comprehensive reference work. Leading experts from the global CSR community have contributed to make the “Encyclopedia of Corporate Social Responsibility” the definitive resource for this field of research and practice.

Encyclopedia of Communities of Practice in Information and Knowledge Management In this edited collection, the authors pick up the communities of practice (CoP) approach of sharing practice in their reflection on the experience of taking their CoP vision from a dream to reality. Their stories articulate the vision, the passion and the challenge of working within and/or
changing existing institutional culture and practice. The book discusses strategies that worked and considers the lessons learnt to inspire future dreamers and schemers. The multiple perspectives provided in the case studies will assist higher education leaders, as well as academic and professional staff, in establishing or assessing CoPs. The book offers insights into implementation strategies, practical guidelines and ideas on how CoP theoretical underpinnings can be tailored to the higher education context.

Communities of Practice In fall 1999, the Department of Education's Office of Educational Research and Improvement (OERI) asked RAND to examine how OERI might improve the quality and relevance of the education research it funds. The RAND Reading Study Group (RRSG) was charged with developing a research framework to address the most pressing issues in literacy. RRSG focused on reading comprehension wherein the highest priorities for research are:

1. Instruction

Mechanisms of Cross-Boundary Learning First released in the Spring of 1999, How People Learn has been expanded to show how the theories and insights from the original book can translate into actions and practice, now making a real connection between classroom activities and learning behavior. This edition includes far-reaching suggestions for research that could increase the impact that classroom teaching has on actual learning. Like the original edition, this book offers exciting new research about the mind and the brain that provides answers to a number of compelling questions. When do infants begin to learn? How do experts learn and how is this different from non-experts? What can teachers and schools do-with curricula, classroom settings, and teaching methods--to help children learn most effectively? New evidence from many branches of science has
significantly added to our understanding of what it means to know, from the neural processes that occur during learning to the influence of culture on what people see and absorb. How People Learn examines these findings and their implications for what we teach, how we teach it, and how we assess what our children learn. The book uses exemplary teaching to illustrate how approaches based on what we now know result in in-depth learning. This new knowledge calls into question concepts and practices firmly entrenched in our current education system. Topics include: How learning actually changes the physical structure of the brain. How existing knowledge affects what people notice and how they learn. What the thought processes of experts tell us about how to teach. The amazing learning potential of infants. The relationship of classroom learning and everyday settings of community and workplace. Learning needs and opportunities for teachers. A realistic look at the role of technology in education.

Building Teaching and Learning Communities As the most comprehensive reference work dealing with knowledge management (KM), this work, consisting of 2 volumes, is essential for the library of every KM practitioner, researcher, and educator. Written by an international array of KM luminaries, its approx. 60 chapters approach knowledge management from a wide variety of perspectives ranging from classic foundations to cutting-edge thought, informative to provocative, theoretical to practical, historical to futuristic, human to technological, and operational to strategic. Novices and experts alike will refer to the authoritative and stimulating content again and again for years to come.

Going Virtual Today's economy is fueled by knowledge. Every leader knows this to be true, yet few have systematic methods for converting organizational knowledge into economic value. This book argues that
communities of practice--groups of individuals formed around common interests and expertise--provide the ideal vehicle for driving knowledge-management strategies and building lasting competitive advantage. Written by leading experts in the field, Cultivating Communities of Practice is the first book to outline models and methods for systematically developing these essential groups. Through compelling research and company examples, including DaimlerChrysler, McKinsey & Company, Shell, and the World Bank, authors Etienne Wenger, Richard McDermott, and William M. Snyder show how world-class organizations have leveraged communities of practice to drive strategy, generate new business opportunities, solve problems, transfer best practices, develop employees' professional skills, and recruit and retain top talent.

Underscoring the new central role communities of practice are playing in today's knowledge economy, Cultivating Communities of Practice is the definitive guide to fostering, designing, and developing these powerful groups within and across organizations.

Communities of Practice Technology has changed what it means for communities to "be together." Digital tools are now part of most communities' habitats. This book develops a new literacy and language to describe the practice of stewarding technology for communities. Whether you want to ground your technology stewardship in theory and deepen your practice, whether you are a community leader or sponsor who wants to understand how communities and technology intersect, or whether you just want practical advice, this is the book for you.

Artificial Intelligence and Tutoring Systems "This encyclopedia will give readers insight on how other organizations have tackled the necessary means of sharing knowledge across communities and functions" -- Provided by publisher.
Communities of Practice Knowledge Networks: Innovation Through Communities of Practice explores the inner workings of an organizational, internationally distributed Community of Practice. The book highlights the weaknesses of the ‘traditional’ KM approach of ‘capture-codify-store’ and asserts that communities of practice are recognized as groups where soft (knowledge that cannot be captured) knowledge is created and sustained. Readers will gain insight into a period the life of a distributed international community of practice by following the members as they work, meet, collaborate, interact and socialize.

Research Anthology on Facilitating New Educational Practices Through Communities of Learning Every day people come together to make music. Whether amateur or professional, young or old, jazz enthusiasts or rock stars, what is common to all of these musical groups is the potential to create communities of musical practice (CoMP). Such communities are created through practices: ways of engaging, rules, membership, roles, identities and learning that is both shared through collective musical endeavour and situated within certain sociocultural contexts. Ailbhe Kenny investigates CoMP as a rich model for community engagement, musical participation and transformation in music education. This book is the first to produce a valid and reliable in-depth study of music communities using a community of practice (CoP) framework - in this case focusing on the social process of musical learning. Employing case study research within Ireland, three illustrations from particular sociocultural, genre-specific, economic and geographical contexts are examined: an adult amateur
jazz ensemble, a youth choir, and an online Irish traditional music web platform. Each case is analysed as a distinct community and phenomenon offering sharpened understandings of each sub-culture with specific findings presented for each community.

Encyclopedia of Corporate Social Responsibility The Routledge Handbook of English as a Lingua Franca (ELF) provides an accessible, authoritative and comprehensive introduction to the main theories, concepts, contexts and applications of this rapidly developing field of study. Including 47 state-of-the-art chapters from leading international scholars, the handbook covers key concepts, regional spread, linguistic features and communication processes, domains and functions, ELF in academia, ELF and pedagogy and future trends. This handbook is key reading for all those engaged in the study and research of English as a lingua franca and world/global Englishes more broadly, within English language, applied linguistics, and education.

Learning to Make a Difference

Learning and Everyday Life This is a timely book on one of the most widely debated issues in applied linguistics: what is the social and cultural significance of English as a lingua franca for the internationally mobile students of the 21st century in Central Europe? Through an in-depth analysis of social practices, the book develops an exciting, innovative multilingual approach to out-of-class language use and language learning that engages students in the co-construction of identities. Apart from scholars, the book will appeal to policy makers and educators who are concerned with the internationalization of universities in Central Europe.

Understanding Practice Going Virtual: Distributed Communities of Practice contributes to the
understanding of how more subtle kinds of knowledge can be managed in a distributed international environment. It describes academic work in the field of Knowledge Management, with a specific focus on the management of knowledge which cannot be managed by the normal capture-codify-store approach and hopes to answer the question, "what is the nature of the more 'subtle' kind of knowledge and how can it be managed in the distributed environment?"

E-Learning Social Learning Systems and Communities of Practice is a collection of classical and contemporary writing associated with learning and systemic change in contexts ranging from cities, to rural development to education to nursing to water management to public policy. It is likely to be of interest to anyone trying to understand how to think systemically and to act and interact effectively in situations experienced as complex, messy and changing. While mainly concerned with professional praxis, where theory and practice inform each other, there is much here that can apply at a personal level. This book offers conceptual tools and suggestions for new ways of being and acting in the world in relation to each other, that arise from both old and new understandings of communities, learning and systems. Starting with twentieth century insights into social learning, learning systems and appreciative systems from Donald Schôn and Sir Geoffrey Vickers, the book goes on to consider the contemporary traditions of critical social learning systems and communities of practice, pioneered by Richard Bawden and Etienne Wenger and their colleagues. A synthesis of the ideas raised, written by the editor, concludes this reader. The theory and practice of social learning systems and communities of practice appear to have much to offer in influencing and managing systemic change for a better world.

Communities of Practice and English as a Lingua Franca
This book presents a theory of learning that starts
with the assumption that engagement in social practice is the fundamental process by which we get to know what we know and by which we become who we are. The primary unit of analysis of this process is neither the individual nor social institutions, but the informal ‘communities of practice’ that people form as they pursue shared enterprises over time. To give a social account of learning, the theory explores in a systematic way the intersection of issues of community, social practice, meaning, and identity. The result is a broad framework for thinking about learning as a process of social participation. This ambitious but thoroughly accessible framework has relevance for the practitioner as well as the theoretician, presented with all the breadth, depth, and rigor necessary to address such a complex and yet profoundly human topic.

Beyond Classical Pedagogy Presents a broad conceptual framework for thinking about learning as a process of social participation.

Communities of Musical Practice In this book about communities of practice in the international, higher education sector, the authors articulate the theoretical foundations of communities of practice (CoPs), research into their application in higher education, leadership roles and how CoPs sustain and support professional learning. Research demonstrates that communities of practice build professional and personal links both within and across faculty, student services and administrative and support units. This book describes how community of practice members may be physically co-located and how social media can be used to connect members across geographically diverse locations. It positions higher education communities of practice within the broader community of practice and social learning literature, and articulates the importance of community of practice leadership roles, and the growing focus on the use of social media for
community of practice implementation. The multiple perspectives provide higher education leaders, academic and professional staff with the means to establish, or reflect on existing CoPs, by sharing insights and critical reflections on their implementation strategies, practical guidelines and ideas on how community of practice’s theoretical underpinnings can be tailored to the higher education context.