COMMUNITIES OF PRACTICE SUMMARIES

No	Authors	year	Full reference	Type of source	country	Research questions	Methodology employed	sample	Key findings
1	Amin Ash Roberts Joanne	2007	Knowing in action: beyond computing communities of practice Science Direct Research Policy 37 (2008) 353 – 369	Academic journal	UK	The paper argues for the importance of differentiating between different varieties of knowing in action given the authors concerned with the increasingly homogenous and instrumentalist use of the term communities of practice to encapsulate knowing in action	Extensive review of literature to explore settings of high creativity epistemic professional or virtual learning and knowledge formation communities.		Since knowing in action is always situated embodied practised experimental and provisional, the authors focus on the importance of such awareness as the term community of practice as a proxy for the situated knowing is unhelpful. Spatial and relational proximity should not be treated as one the same.
2	Andrew, Nicola: Tolson Debbie: Ferguson Dorothy	2008	Building on Wenger: communities of practice in nursing Nurse Education Today (2008) 28, 246 – 252	Academic journal	UK	The authors explore how they use communities of practice to manage and deploy new and existing knowledge and reviews the			A critique of Wenger questions communities of practice of professional communities with specific reference to communities challenging practice on developing practice. Communities of practice offer fluidity to integrate research education practice and experience as a knowledge development and management system

						role of the community of practice as innovative means of collaboration			
3	Andrew Nicola, Ferguson Dorothy, Wilkie George, Corcoran Terry, Simpson Liz	2008	Developing professional identity in nursing academics: the role of communities in practice Nurse Education Today (2009) 607 – 611	Academic journal	UK	To explore the transition from clinician to academic including the challenges problems and limitations of an international online arena	Creation of a I community of practice for online discussion		The online community supported new academics to work through their shift of identity encouraging collaboration and uncovering an international opinion regarding the transition from practice to education in a context of nursing not being considered generally as a discipline
4	Cadima Rita, Ojeda Jordi, Monguet, Josep M	2012	Social networks and performance in distributed learning communities Education Technology and Society, 15 (four), 296 – 304	Academic journal	Spain/Portugal	Hypothesis that in distributed learning communities knowledge sharing does not occur spontaneously as when a working group shares the same villas physical space: knowledge sharing demands even more on	Analysis of two different distributed communities one in Spain one in Portugal using social network monitoring system known as Kiwi	62 researchers	Correlation be found between the social network in students performance. Some students were structurally advantaged or disadvantaged as a result of their network position. Significant association between closeness centrality and performance was verified which reveal that the shorter the distance from one individual to other individuals the better the performance. Enhancing students awareness of social structure could have potential effects upon their performance

						student informal connections			
5	Dodge, Lucy Kendall Martha E		Learning communities College teaching		US	Description of several types of learning communities and the benefits to both students and faculties	Analysis of retention rates		Learning communities encourage problem-solving skills and increase retention and success new teaching skills energise teaching and learning guidelines offered. They move the focus from classroom learning from content and teacher centred to student centred and learning centred education
6	Du Plessis M	2008	The strategic drivers and objectives of community of practice as vehicles for knowledge management in small and medium enterprises International Journal of Information Management 28 (2008) 61 to 67	Academic journal	South Africa	The article identifies that little attention has been given to how small and medium enterprises have accepted and implemented communities of practice the article seeks to explore how the concept translates of value to SMEs			Communities of practice need to be seen as vehicle for knowledge management to transfer best practices solve problems develop professional skills implements the business strategy and retain staff
7	Fenge Lee Ann	2012	Enhancing the doctoral journey: the role of group supervision in	Academic journal	UK	Exploration of the role of group supervision to	Short written questionnaire of DProf	10 students 4 supervisors	Group supervision on professional doctorate programmes enable students to engage with the changing and contested

			supporting collaborative learning and creativity Studies in Higher Education 2012 Vol 37 No 4 401 – 414			explore mechanisms that might facilitate reflection in group supervision and cohort-based pedagogy is raises questions as to what constitutes group supervision	students and supervisors		professional/researcher identities through discursive processes and enables reflexivity about the nature of practice to take place.
8	Fleck James	2012	Blended learning and learning communities: opportunities and challenges Journal of Management Development Vol 31 Iss4 398 – 411	Academic journal	UK	To address the nature and development of blended learning and the emerging notion of learning communities with particular reference to management and business education. The simplistic idea of content versus delivery is correct critiqued			Author identifies four challenges: costs intellectual property rights customer practice and preconceptions and perceptions and opportunities to improve the effectiveness of teaching and learning as basic pedagogic principles emerge as learning experiences have to be explicitly designed. Blended learning in communities of practice extends the deployment of technology to engrave enable greater flexibility give wider aspects to learners and new markets for providers. It offers practice-based elements provide scope for the coproduction of effective knowledge and more systematic integration of diverse

									geographic cultural and economic and political perspectives
9	Fuller Alison, Hodkinson Heather, Hodkinson Phil, Unwin Lorna	2005	Learning as peripheral participation in communities of practice: a reassessment of key concepts in workplace learning British educational research Journal, 31:1, 49 – 68	Academic journal	UK	An exploration of the strength and weaknesses of love a and Wenger's concept of legitimate peripheral participation as a means of understanding workplace learning	Case study to identify individual and contextual factors which underpin and illuminate the ways in which employees learn	Findings from three companies using modern apprenticeship programme and secondary school department	In all examples structures and power relations were of central significant in determining nature and boundaries of communities of practice. They take Lave and Wenger's account further in demonstrating that experience workers are also learning through their engagement with novices and novice becomes an expert. Employees continue to learn. The study supports Wenger's concept of learning as participation and as a social enterprise but it also draws attention to the role of teaching. The embodied person learns to belong in their new

								setting adapting developing and modifying their whole person and by bringing their whole selves into community new members change the nature of that community that depend on specific interrelationships between persons. The issue of power is relevant to an understanding of the opportunities and barriers to learning.
10	Glover Stuart	2010	Cohort-based supervision of postgraduate creative writers: the effectiveness of the university-based writers workshop New Writing The International Journal for the Practice and Theory of Creative Writing, 7:2, 123 – 136	Academic journal	Australia	An exploration of the benefits and efficacies of cohort-based supervision of creative writers	Case study of two creative writing cohorts		Implications: cohort-based supervision is practical creative writing workshop a long established and now refined model of cohort-based supervision cohort-based candidature suggests authorship is a more collaborative task than is usually conceived
11	Handley Karen, Sturdy Andrew, Fincham Robin, Clark Timothy	2006	Within and beyond communities of practice: making sense of learning through participation identity and practice Journal of Management	Academic journal	UK	Communities of practice are explored from: the perspective of the individual learner and the processes which			Authors argue that it is through participation in the community that individuals develop their practices and identities. Individuals participate in multiple communities each with distinct practices and structures that individuals negotiate. The site for the development of identities and practices is not solely within a

			Studies 43:300 to 2 – 2380			constitute situated learning; the perspective of the broader sociocultural context in which communities of practice are embedded; the difficulty of distinguishing conceptually between the terms participation in practice			community of practice but in the spaces between multiple communities the problematic distinction between participation and practice is focused on issues of meaning practice can mean Praxis and therefore participation can then be understood to denote the last word to denote meaningful activity where meaning is developed through relationships and shared identities.
12	Hara Noriko, Schwen Thomas M	2006	Communities of Practice in Workplaces Learning As a Naturally Occurring Event Performance Improvement Quarterly 2006 19 (2) 93-114	Academic journal		Study describes attention to the importance of informal learning in designing effective learning environments	Quantitative case study		Conclusion that there are 6 attributes of communities of practice that services scaffolding for organisational learning: a group of professionals, development of a shared meaning, informal network, supportive culture-trust, engagement in knowledge building, individuals negotiation and development of professional identities. Implications for corporate trainers who focus more on formal training in informal learning and the creation of an appropriate learning environment to facilitate professional

									pride in the development of professional identities. A community of practice involves both work and learning NB authors argue that community of practice and a learning community are different concepts. In a community of practice learning is implicit as opposed to the explicit nature of learning found in learning communities community of practice learning is embedded in practice.
13	Kearney Judith, Zuber Skerritt Otrun	2012	From Learning Organisation to Learning Community The Learning OrganisationVol19. Iss 5 400 – 413	Academic journal	Australia	Extending the concept of the learning organisation to the learning community in disadvantaged communities and identify the key characteristics of a sustainable learning community	Conceptual paper based on case study using participate reaction learning and action research		The authors offer a conceptual framework for sustainable learning community in new ways of doing, knowing and being.. The principles of a learning community can powerfully inform socially just and sustainable learning organisations
14	Kemp Stephen	2010	Situated learning: optimising experiential learning through God-given learning community CEJ Series 3:Vol7 No1	Article	USA	The article explores the educational idea of experiential learning with special focus on service learning			Offers an alternative definition of a learning community that focus on the student's own real-life learning context particularly in the form of primary social relationships is context for experiential learning. God-given learning communities of home and church as places for situated learning.

						and situated learning. Service learning relates to philanthropy volunteerism community service and community service learning form of experiential education in which students engage in activities that address human and community needs together.			Experiential learning turbochargers education and situated learning turbochargers experiential learning
15	Linder Roberta, Post-Gina, Calabrese Catherine	2010	Professional learning communities: practices for successful implementation Professional Development Spring 2010 13 – 28	article	USA	To identify the factors that led to the successful establishment of professional learning communities and to understand how these can help develop positive relationships	3 case studies	4, 12, 13	Importance of providing guidance to groups allowing for autonomy building a sense of community sense of camaraderie. PLCs enable teachers to customise and personalise their professional development and develop a sense of ownership. Educational administrators should consider them as a viable method of professional development.

					between university and school personnel			
16	Manthunga Catherine		Supervisors watching supervisors the deconstructive possibilities and tensions of team supervision	Article	New Zealand	The paper concentrates on one particular aspects of the operations of power between supervisors.	Team supervision meetings recorded and reflective questions followed up	For students and 9supervisors	Team supervision increases supervisory self-regulation as supervisors monitor themselves more carefully. Provides opportunities for direct peer regulation during meetings. Complexity of these relationships is shown in the relationships being managed through the thesis but in the relationships themselves.
17	Mittendorff Kariene, Geisel Femke Hoeve Aimee deLaat Maarten, Nieuwenhuis Loek	2006	Communities of practice stimulating forces were collective learning Journal of Workplace LearningVol18 Iss5 298 – 312	Journal article	The Netherlands	To get a clear view on how we judge groups in relation to the characteristics of a community of practice in the presence of collective learning in these groups	Development of conceptual model tested through case study research	3 case studies	The 3 groups in the case studies show differences. Groups of workers do not always function as a community of practice and not have the potential characteristics for collective learning. However framework helps to identify the quality of group and organisational effectiveness in relationship to organise learning and may help managers to classify with the groups which organisation have these characteristics and what might be needed to develop them towards the ideal community of practice
18	Neufeld Derek, Fang Yulin, Wan Zeying	2013	Community of Practice Behaviours and Individual Learning	Academic journal	Canada Hong Kong	Paper offers a fresh research model that identifies three	Survey, card sort, interviews	53 PhD students as pilot study: feel study	Study offers a new perspective by focusing on the individual level of analysis rather than group which comprises much of existing

			Outcomes Group Decis Negot (2013) 22:617-639			practice-based concept described in the literature on communities of practice shared repertoire, joint enterprise and mutual engagement and links them to individual learning outcomes		interviews 20 employees of charity group	community of practice research. Study utilises multiple complementary research methods. Study establishes a clear empirical link between each of the three community of practice behaviours (shared repertoire, joint enterprise, mutual engagement) and individual learning. Study provides organisational leaders with additional direction for actively managing a community of practice.
19	Probst Gilbert, Borzillo Stefano	2008	Why communities of practice succeed and why they fail European Management Journal (2008) 26, 335 -347	Academic journal	Switzerland United States	Research explores the most salient reasons for the success and failure of communities of practice	Investigation using perception analysis quantitative questionnaire, semi directed interviews	57 communities of practice	10 commandments of the governance of communities of practice are: stick to strategic objectives; form governance committees with sponsors and community of practice leaders; have a sponsor and community of practice leader who are best practice control agents,; regularly feed the community of practice with external expertise; promote access to other intra-and inter-organisational networks; overcome hierarchy related pressures;. Research also all articulated the main reasons for the failure of communities of practice: lack of a core group; low level of one-to-one interaction between members;

								rigidity of competencies; lack of identification with the community of practice; practising tangibility.
20	Roberts Joanne	2006	Limits to communities of practice Journal of Management studies 43: 3 May 2006	Journal article	UK	Exploration of communities of practice approach to managing knowledge and its use among management academics and practitioners. Aim is to identify the limits of the approach for knowledge management.			Key characteristics of a community of practice are identified and critiqued under the following headings: power, trust, predispositions,. Author identifies challenges: size and spatial reach, the direction of communities of practice the distinction between slow and fast communities. The context of the community of practice is crucial and as a tool of knowledge management is likely to be more successful. Impact upon recruitment in order to maximise their benefit with perhaps the need to develop knowledge creation to focus on practice rather than community within appropriate organisational contexts for successful application.
21	Amin Ash, Roberts Joanne	2008	Knowing in action: beyond communities of practice Research Policy 37 (2008) 353 – 369	Academic journal	UK	Article takes issue with the increasingly homogenous and instrumentalist use of the term communities of practice to encapsulates 'knowing in action	Literature review		Paper argues for the importance of differentiating between different varieties of knowing in action in organisation, spatial dynamics, innovation outcomes, and knowledge processing between four modes: craft or task based knowing; epistemic knowing; professional knowing; and virtual knowing. Shows that spatial and relational proximity should not be treated as one of the same

22	Whisker Gina, Robinson Gillian, Shacham Miri	2007	Postgraduate research success: communities of practice involving cohorts, guardians supervisors and online communities Innovation in Education and Teaching International Vol 44, no 3 301-320	Academic journal	UK Israel	Paper seeks to argue that entry firstly into the University academic community and then into the larger global research community can be enabled by the support of communities of practice.	Action research supervisor interviews		Paper outlines the role of guardians supervisors who work with the students and research development programmes with accompanying meetings emails WebCam correspondence; students develop cohorts; supervisors supported through online supervisory discussion and development.
23	Servage Laura	2008	Critical and transformative practices in professional learning communities Teacher Education Quarterly winter 2008	Academic journal	Canada	A community of practice as the most single important ways to improve school is critiqued	Literature review		A nice distinction between transformation and reformation, making link with transformative learning theory, transformative learning is personal change and for systemic change. The working carriages communities to look beyond the rhetoric of transformation to apply transformative pedagogy for collaborative learning efforts.
24	Shacam Miri, Od-Cohen Yehudit	2009	Rethinking PhD learning incorporating communities of practice Innovations in Education and Teaching	Academic journal	Israel	Paper grows from research which focuses on the learning characteristics of PhD students during studies and beyond completion	Interviews open ended questionnaires	25 students	Findings pointed to the value of community of practice for learning and professional development beyond the PhD these were related to cognitive, emotional, inter personal relationship and professional development elements, as students made the transition from field experts into researchers.

			InternationalVol 46 no 3 279-292			draws on theories of adult lifelong learning.			
25	Vanstone Meredith, Hibbitt Kathy et al	2013	Interdisciplinary doctoral research supervision: a scoping review Canadian Journal of Higher Education volume 43 number two pages 42 – 67	Academic journal	Canada	Article seeks to explore the impact upon core components of the doctorate in the encouragement of interdisciplinary doctoral research supervision in order to understand the distinct needs and challenges of interdisciplinary students and their supervisors.	Scoping of literature and thematic analysis.	89 sources	Makes links with dynamics of graduate supervision whilst identifying lack of research into empirical and theoretical barriers to ID research and its processes.
26	Wenger Etienne	2000	Communities of Practice and Social Learning systems Organization volume 7(2) 225-246	article		Argues that organisation's success rests upon its design of social learning systems.			Examines three elements of these systems: COand their boundary processes, and identities shaped through participation in these systems. Suggests two diections organisations: mamangement of of

								themselves as social learning systems and participation in broader ones.
27	Yaklef, Ali	2010	The corporeatiiy of practice-based leaning Organization Studies 2010 31:409	Academic journal	sweden	Article suggests that since the body is medium for learning and knowing it needs attention.			Just for interest!!