

# Reflections on Cultivating a CoP for Knowledge Transfer

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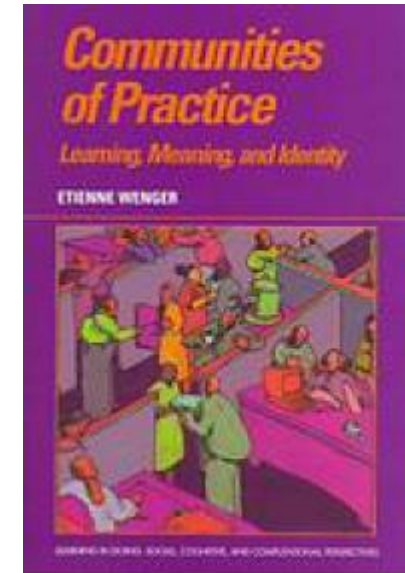
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# What is Communities of Practice?

- a group of people who share a *concern* or passion for some thing they *do and learn* how to do it better as they *interact regularly*. (Wenger 2007)
- principle characteristic of a CoP:
  - *a shared domain of interest (join enterprise)*
  - *engagement in mutual learning and knowledge sharing (mutual engagement)*
  - *shared inventory of resources (shared repertoire)*
- *The group can evolve naturally because of the members' common interest in a particular domain or area, or it can be created specifically with the goal of gaining knowledge related to their field. It is through the process of sharing information and experiences with the group that the members learn from each other, and have an opportunity to develop themselves personally and professionally (Lave & Wenger 1991).*



A CoP is different from a project team  
A Cop has life cycle

A CoP is commonly adopted as a KM tool for capturing tacit knowledge in organizations

# Why CoP?

- How do we learn **tacit knowledge**? If tacit knowledge is:
  - Socially constructed.
  - Embedded in situated practices of individual knowledge as process (Gherardi, 2000).
  - situated in the historical, social, and cultural contexts in which it arises and is embodied in a variety of forms and media.
  - Learn by doing --- practise
- *CoP for knowledge transfer*
- produce artefacts such as tools, procedures, stories and language, which reify some aspect of its practice.

# Why to run a CoP in FE supervision?

- Field Experience (FE) is a central component of all teacher education programmes – it is successful in-schools experience that enables student-teachers to bring together theory and practice to create engaging classroom learning experiences.
- To bring together academic and teaching staff who have some responsibility for supervising student-teachers' field experience, to provide opportunities for colleagues to share experience and seek solutions that will enhance field experiences for student-teachers.

# Objectives of CoP in FE supervision

- facilitate the professional learning and **sharing of knowledge** about FE;
- improve FE supervision and hence promote learning outcomes for our student-teachers;
- support the implementation of the **335 FE curriculum**;
- **capture the good practice** in FE supervision; and
- develop a self-renewal strategies for sustaining the CoP in various domains that support the development of our institute.

# Stage 1: provide regular seminars on FE supervision

<u>Year/ Month</u>	<u>Activities</u>
<u>2013/ June 11</u>	<u>Lesson Observation and Analysis</u> The aim of the experience sharing is to improve the effectiveness of teaching supervision in the Institute. In the workshop, the experience of lesson observation and analysis will be shared among colleagues to raise the quality of teaching supervision. The workshop will be conducted in the form of a seminar and joint lesson observation and analysis activity so that participants can share with others their experience of lesson observation and analysis during teaching supervision.
<u>2013/ June 27</u>	<u>Enhancing Student Teachers' Professional Development in Field Experience by Using Cloud Services and Mobile Technology</u> The session aims to share a TDG projeect on Enhancing Student Teachers' Professional Development in Field Experience by Using Cloud Services and Mobile Technology
<u>2013/ Nov 27</u>	<u>Four main approaches of classroom observation research: developments, limitations, and prospects</u> Classroom observation is often regarded as a naturalistic method to observe those classroom practices of teachers that are hypothesized to be effective or have positive impacts on certain student outcomes. To date, there are four main approaches of classroom observation research: traditional systematic observation, lesson study, best (evidence) practice, and meta-analysis.



# Stage 2: Story Telling to Identifying FE Issues



How to minimize the discrepancy on the FE assessment between FE supervisors and their students?



How to help our students to bridge the gap between teaching theories and real practices of schools?





# Why Storytelling?

Storytelling provides the context of knowledge

- Knowledge is contextualized in the story
- Storytelling
  - Clarify the complex and deep-seated sense of truth
  - Arouse each other's feelings and opinions, making them easier to grasp and *remember the information received*.
- The story depicts the scenes, locations, and characters such as *tacit knowledge* can make them more effectively expressed

*If you don't ask for a "story",  
you will never know the context*

*here comes narrative ...*





# Stage 3: knowledge sharing

## Knowledge Café to tackle FE Issues



# But Knowledge Sharing is voluntary.....

1. Participation in CoP is voluntary and cannot be forced.
2. We will only know what we know **when we need to use the knowledge (ask question by others in CoP could elicitate knowledge: socialization)**
3. We have more knowledge than we can express, and we can express more knowledge than we can write out.



Adopted from: Snowden, D. (2008, October 11). Rendering Knowledge. Retrieved from <http://cognitive-edge.com/blog/entry/5576/rendering-knowledge>

## Challenge to a CoP

However, people know that their knowledge were captured for the reification (the FE supervision guide book) during their participation, some of them were reluctant to come after finishing the first story telling and the Knowledge Café cycle.

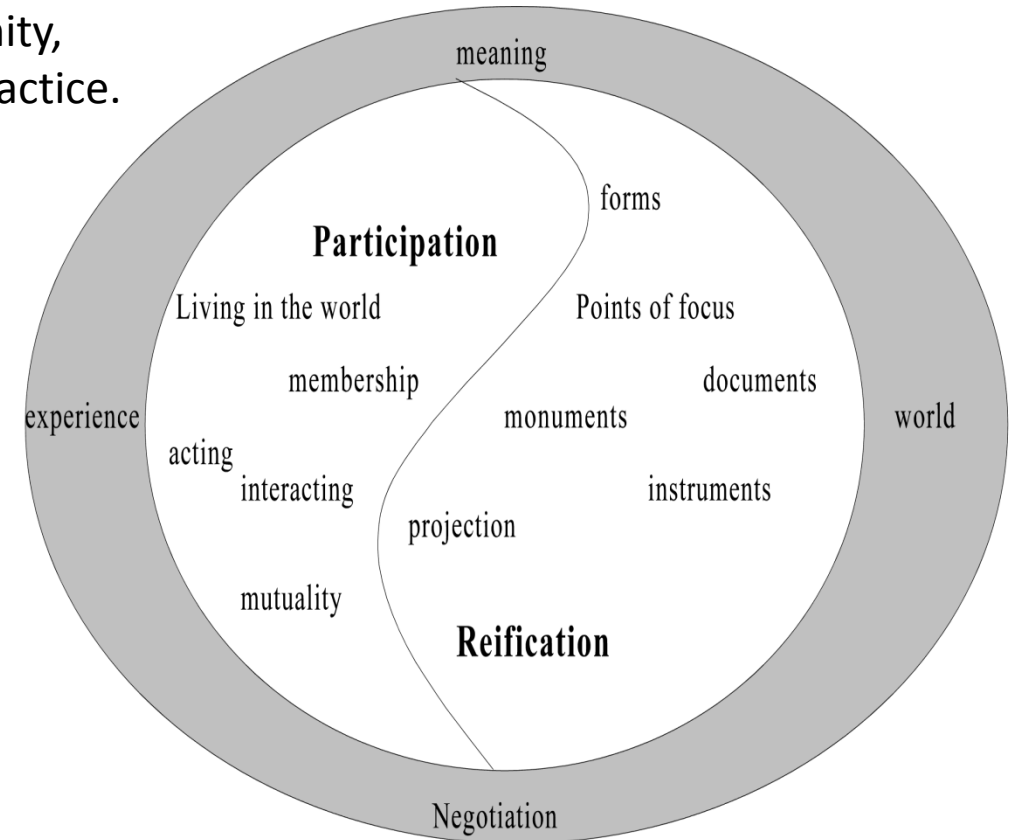
# To Balance Participation and Reification

Participation is the direct interaction between members of a community, in which “meaning” is created. Meaning could be sense making to practice.

Reification is a way of making an abstract and concise representation of what is often a complex and frequently messy practice, thus making it easier to share within the community

Duality of Participation - Reification is the use of artefacts such as lesson plans, guidelines or a curriculum to impose or affect others' behavior.

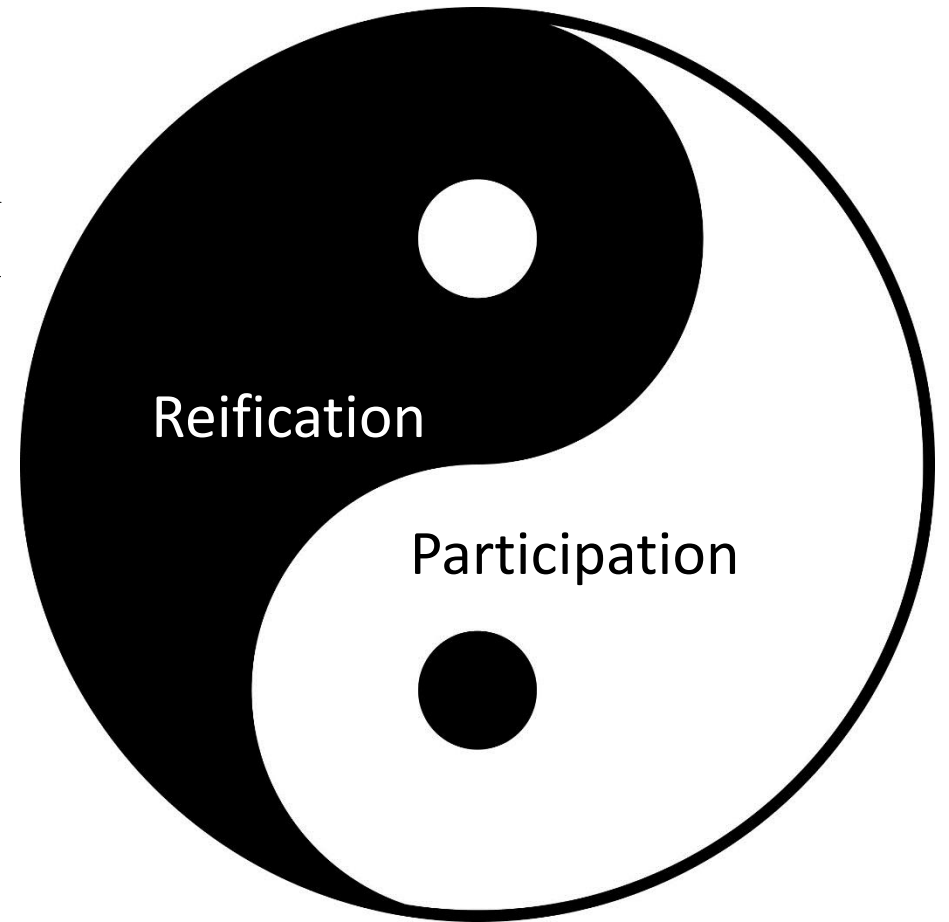
To search the point of balancing of Participation and Reification by streamlining the CoP activities for attracting their participation until the rectification completed.



# My reflection: Duality of Participation and Reification

Come and share, participation and reification seem to be contradictory forces that are intertwined and interdependent in the nature give rise to each other, which in turn produce and reproduce the endless variety of CoP life.

*Another form of activities (seminars or workshops) are launched to attract them to come and share.*



## The solution

Aligning the CoP domain with practices of the member!

## Quality Assurance- FE Standardization

- **FE standardization were** conducted to facilitate a shared understanding and consistency on the assessment of student teachers' teaching performance among FE supervisors under the new framework
- **The VBLC Platform were** used to conduct FE standardization in all majors and related training workshops will be provided

# Standardization Process via the VBLC (Video-based Learning Community)

Field Experience Supervision Form >> Primary Lesson 2014 Rachel Submission Deadline: 2014-08-27 11:59:59

Programme:	BEd(EL)	Mode of Study:	Full-time
Name of School:	Primary	Grade/Form:	Primary 5
Student Name:	Rachel	Teaching Topic:	Prepositions of Time
Student No:	s1234567	Teaching Subject:	English
Year of Study:	4	Date:	October
Status:	View Only	Time:	09:00-10:00

[Save Student Info](#)

## 教學視導評核表 Teaching Supervision Form (applicable for BP I and II)

學校體驗之預期學習成果 Field Experience Intended Learning Outcome(FEILO)	請加 “☑” Please tick					參考評級 Reference grade (D, C, P, F)	評語及建議 Comments and Suggestions
	優異 Distinction	良好 Credit	及格 Pass	不及格 Fail	不適用 N/A		
<b>【實習學習成果5 FEILO 5】：掌握學科知識能力</b> Command of content knowledge						Fine Grade C	She is knowledgeable and clear about the target language and some strategies for getting it across to students. But the target language could be better contextualized.
學科知識 Content knowledge	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
<b>【實習學習成果6 FEILO 6】：運用教學內容知識 (教學設計及實行)</b> Use of pedagogical content knowledge(in planning and implementation)						Fine Grade P	This part of the lesson/teaching was mixed. She has attempted to give some context to the target lang. (prepositions) through reading, and she allows the students to participate actively. Ss are
教案 Lesson plan(s)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		

# FE handbook

## The Hong Kong Institute of Education FE Supervision Handbook

Page Break

### Foreword

#### CoP in FE supervision

We are a group of colleagues having a joint enterprise to improve FE supervision of our institute, to support the mutual engagement of FE supervisors to create sharing repository. We hope to bring together academic and teaching staff who have some responsibility for supervising student-teachers' field experience to create a Communities of Practice to improve Field Experience Supervision in teacher education.

Field Experience is a central component of all teacher education programmes – it is successful in-schools experience that enables our student-teachers to bring together theory and practice to create engaging classroom learning experiences. Through a series of meetings, we strive to facilitate the professional learning and sharing of knowledge about FE and improve FE supervision and hence promote learning outcomes for our student-teachers.

We strike to provide a valuable chance for the FE supervisors to meet with and learn from each other to share experience in and seek solutions that will enhance field experiences for our student-teachers.



Eric Cheng, K. T. Tsui, Christian Yu, Betty Wong, Timothy Taylor, Priscilla Lo





## My learning points!

- Facilitations are critical for running a CoP  
Invite members personally (friend, with good social relationship)
- Academic staff are busy all the time, lunch gather is suit for them  
Remember to provide light lunch like sandwich snack (as incentive)
- Invite friends to observe and comment your facilitation skills and members' response for improvement



# Recognition



- regular small celebrations and tangible signs of membership like stationery with the “CoP\_FE” logo as recognition of participation in community of practice were presented to the members. The stationery can lead a sense of belonging to the community. All the CoP members were rewarded with the stationery with the CoP\_FE logo.

- **Reflection of the effectiveness**

- The CoP effectively supports the implementation of the 335 FE curriculums. A Video Based Learning Community (VBLC) platform was constructed to facilitate the FE modulation and standardization of using the new FE supervision form under the 335 FE curriculums. This technology enables online assessment of teaching videos, and the machine-generated statistics facilitated standardization meeting to minimize the discrepancy on the FE assessment amongst FE supervisors, which was important to the quality assurance of the assessment process of the 335 FE curriculums.
- In general, there are very positive comments of using the VBLC platform and conducting CoP meeting for FE modulation and standardization and sharing their FE practices so as to co-construct knowledge for teacher education. There are great potential of applying the VBLC to create a self-renewal strategy for sustaining and expanding the CoP into different departments so as to support the development of our Institute.

# Conclusion

- The better the **personal relationships** among members, the more the trait knowledge that was elicited. To cultivate a **culture of trust** is a critical success factor for running a CoP for knowledge sharing.
- The reification and participation of the CoP should be balanced. Participation is the direct interaction between CoP members. Reification is a way of making an abstract and concise representation of practice. They mutually support each other until reaching a saturation point for generating best practice, although they are actually opposing factors. CoP facilitators should find the point of **balance between participation and reification** to optimize knowledge sharing for producing best practice.
- Supporting professional practices of the members and the implementation of the Institute policy should be considered as the key principle in designing the domain of the CoP. The members join the CoP in FE supervision because FE supervision is one of their major professional practices. They want to learn how to implement the new FE curriculum. Domains of CoP should be **aligned with the major concern of the Institute's** development plans so as to fill the potential knowledge gaps for implementing the development plans.

End of Presentation  
Time for Q&A