Community, Domain, Practice: Facilitator catch cry for revitalising learning and teaching through communities of practice

Final Report 2014

ALTC Teaching Fellowship

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University of Southern Queensland

<www.usq.edu.au/cops/resources/altcfellowship>

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List of acronyms used

CP2   Online Community of Practice about Communities of Practice
CQUni   Central Queensland University
CoP   Community of Practice
CoPs   Communities of Practice
EU   Evaluation Unit
FLC   Faculty Learning Community
HR   Human Resources
TEDI   Teaching and Educational Development Institute, Queensland University
USQ   University of Southern Queensland
UQ   Queensland University
TEDI   Teaching and Educational Development Institute

Executive summary

This Australian Learning and Teaching Council (ALTC) Teaching Fellowship *'Community, Domain, Practice: Facilitator catch cry for revitalising learning and teaching through communities of practice'* contributes to ALTC's aim to advance learning and teaching in higher education through a program of activities designed to build the capacity of Facilitators of Communities of Practice at the University of Southern Queensland. Communities of practice (CoPs) are cited in higher education literature and ALTC applications as a successful way of building and sharing a scholarly approach to enhancing learning and teaching practice. This fellowship builds on the Teaching Fellow, Associate Professor Jacquie McDonald's, CoP leadership role at the University of Southern Queensland (USQ), where the first CoP started in 2006 to provide a space for academic staff to build a community, increase their knowledge and share learning and teaching practice.

Wenger, McDermott and Snyder (2002) describe communities of practice as:
> *Groups of people who share a concern, a set of problems, or a passion about a topic, and who deepen their knowledge and expertise in this area by interacting on an ongoing basis. Over time... [t]hey become a community of practice (pp. 4-5).*

CoPs operate differently from institutionalised higher education work groups, as they are located in the immediate practice field, usually membership is voluntary, and the agenda and outcomes are member driven. The CoP Facilitator role differs from the familiar chairperson roles, so investigation of the complexity and different aspects of the role and development of activities and resources to support and grow the Facilitator role were the focus of the Fellowship. CoPs epitomise distributed leadership (Jones, Lefoe, Harvey & Ryland, 2012), and investigation of, and capacity building of leadership within CoPs contributes to this ALTC priority area.

Aims and deliverables

The Fellowship was designed to build on USQ CoP Facilitators and the Teaching Fellow's knowledge of USQ CoP processes to:

- Identify of the key aspects of a USQ CoP Facilitator role
- Increase the knowledge and capacity of existing USQ CoP Facilitators through workshops and resources
- Establish a Facilitator CoP for the USQ Facilitators to share and grow their practice
- Develop resources to provide a sustained Fellowship legacy
- Engage with national and international CoP practitioners to develop and evaluate activities and resources for CoP Facilitators
- Disseminate Fellowship knowledge and resources across the sector
- Promote ALTC Fellowship activities across the sector

The Teaching Fellowship was focused on building the capacity of USQ CoP Facilitators, so the majority of planned activities and resources have a USQ focus. A distributed leadership approach is a basic operating principal of how the Fellow engaged with, and continues to engage with, both academic and professional staff evolved in Communities of Practice

(CoPs). An action research approach used qualitative date collected through semi structured interviews (2010) with fifteen USQ CoP facilitators to identify roles, experience and critical incidents. Grounded theory analysis of the interviews identified key features and issues of the role and a comparative analysis with USA data (2009) identify themes to inform subsequent workshop and resource design. Within the action research cycle, ongoing collaboration with the external evaluator and analysis of summative evaluation feedback informed the planned Fellowship activities. USQ CoP Facilitator capacity was built through these workshops, resources, the establishment of a community of practice for Facilitators and ongoing interaction with the Teaching Fellow.

Dissemination

The Fellow has engaged in round table discussions, seminars and workshops to both develop CoP Facilitator capacity and to disseminate activities to a wide audience. These included:

- Engagement with senior management and CoP champions
- Seminars, round table discussions and workshops
- Refereed conference papers
- ALTC sponsored Fellowship and Leadership forums
- Media releases
- Fellowship resources website <http://www.usq.edu.au/cops/resources/altcfellowship>

The Fellowship web resources include links to the workshop resources, workshop videos and interview audios. The links to the contents page the Miami Facilitator's Handbook, distributed at the February 2011 two and half day facilitator workshop, *Designing, Implementing, and Leading CoPs,* provide a significant resource and Fellowship outcome. Additional Facilitator resources for establishing and sustaining CoPs are linked to the *Phases and Key Issues of a Nurtured Higher Education CoP* developed by Star & McDonald (accepted for publication). These resources provide CoP facilitators with ideas and practical resources at different CoP phases <www.usq.edu.au/cops/resources/altcfellowship>.

Recommendations

Significant changes are continuing to occur in the ways universities are governed and managed, moving to more corporate and business-like structures, with significant flow-on in terms of academic roles, their working arrangements and staff morale. Within this context, it is recommended to cultivate CoPs as a way of creating a bottom-up, member-driven approach to engage in generative dialogue around learning and teaching practice. Further research is recommended into both the practical aspects of growing and sustaining Higher Education CoPs, and the best approach for identifying and cultivating the leadership role of CoP facilitors. The ALTC Fellowships and leadership grants have generated many excellent resources and academics and institutional leaders are encouraged to make the time and rewards available to ensure their application across the sector.

> *"With communities of practice – I know I'm not alone."* University of Southern Queensland
> Community of Practice member

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This ALTC Teaching Fellowship contributes to ALTC's aim to advance learning and teaching in higher education through a program of activities designed to build the capacity Facilitators of Communities of Practice at the University of Southern Queensland. Communities of practice (CoPs) are cited in higher education literature and ALTC applications as a successful way of building and sharing a scholarly approach to enhancing learning and teaching practice. This fellowship builds on the Teaching Fellow, Associate Professor Jacquie McDonald's, CoP leadership role at the University of Southern Queensland, which initiated a pilot CoP in 2006 as an institutional model for engaging academic staff in situated professional development. This role was recognised through an ALTC citation (2009) and USQ CoPs received a 2009 Australian Universities Quality Agency (AUQA) commendation. The USQ CoP AUQA Good Practise database entry is now located on the Tertiary Education Quality and Standards Agency (TEQSA) web site.

The term "communities of practice" emerged from Lave and Wenger's (1991) study that explored learning in the apprenticeship model, where practice in the community enabled the apprentice to move from peripheral to full participation in community activities. Wenger, McDermott and Snyder (2002) describe communities of practice as:

> *Groups of people who share a concern, a set of problems, or a passion about a topic, and who deepen their knowledge and expertise in this area by interacting on an ongoing basis. Over time... [t]hey become a community of practice (pp. 4-5).*

CoPs operate differently from institutionalised higher education work groups and the Facilitator role differs from the familiar chairperson roles, so investigation of the complexity and different aspects of the role and development of activities and resources to support and grow the facilitator role were the focus of the Fellowship. CoPs epitomise distributed leadership (Jones, Lefoe, Harvey & Ryland, 2012), and investigation of, and capacity building of leadership within CoPs contributes to this ALTC priority area. An action research approach identified key aspects of the Facilitator role, three USQ workshops and several workshops at other universities were conducted, and a number of audio, video and web resources are available on the Fellowship web site <www.usq.edu.au/cops/resources/altcfellowship>. USQ CoP Facilitator capacity was built through these workshops, resources, the establishment of a community of practice for Facilitators and ongoing interaction with the Teaching Fellow.

The flow on effects of this teaching fellowship have strengthened communities of practice at USQ, breaking down academic isolation and creating dynamic communities that share practice and build knowledge and capacity around learning and teaching. The Facilitators' CoP has started dialogue with Human Resources (HR) to establish HR processes for recognition of CoP activities, including leadership roles, inclusion in annual performance reviews and consideration for promotion. A three year, full time HR position was established in 2012 to support USQ CoPs and this should increase the momentum of existing discussions with HR to establish HR processes for recognition of CoP activities. The challenge now is to maintain the integrity of member driven CoP approach as USQ CoP become integrated with institutional processes. As well as the Facilitators' CoP, a number of other CoPs were

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established during the Fellowship, with twenty-two academic, institutional and across institution CoPs operational at the end of 2012. Interest in establishing student and digital CoPs has been flagged and the Fellow looks forward to extending CoPs to embracing students in the success of CoPs. The Fellowship has considerable impact across the sectors, with invitations to present workshops at a number of universities, key notes at Learning and Teaching Weeks and contribute to other ALTC projects and fellowships.

Fellowship aims:

The Fellowship was designed to build on USQ CoP Facilitators and the Teaching Fellow's knowledge of USQ CoP processes to:

- Identify of the key aspects of a USQ CoP Facilitator role
- Increase the knowledge and capacity of existing USQ CoP Facilitators through workshops and resources
- Establish a Facilitator CoP for the USQ Facilitators to share and grow their practice
- Develop resources to provide as a sustained Fellowship legacy
- Engage with national and international CoP practitioners to develop and evaluate activities and resources for CoP Facilitators
- Disseminate Fellowship knowledge and resources across the sector
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The establishment of a Facilitators CoP was one of the Fellowship outcomes and the Fellow engaged in a number of workshops and CoP meetings with the Facilitators of USQ CoPs to build their CoP knowledge and leadership capacity. Appendix A - *University of Southern Queensland CoPs, Facilitators and Co-Facilitators* – lists the USQ CoPs, Facilitators and Co-Facilitators who were the focus on this fellowship.

2 Teaching Fellowship Context

2.1 Communities of Practice as a context for sustained learning and teaching inquiry

There has been significant discourse about communities of practice (CoPs) in higher education revealing a confused sense of meaning and usefulness of such groups. At the University of Southern Queensland (USQ) CoPs provide a context for academics to engage in sustained learning and teaching inquiry in supportive communities situated in their practice. However, CoPs operate differently from institutionalised higher education work groups or project teams and the facilitator role differs from familiar chairperson, course leader or lecture role (McDonald & Star, 2008). CoPs provide a process and context for engaged academic debate which is often stifled by increasingly corporate management styles (Nagy & Birch, 2009). Many institutional meetings do not to foster participation, as this generates too many questions and raises issues of power and control. CoPs are different! At USQ CoPs are engaging staff in generative learning and teaching dialogue (Parboosingh 2010) and redefining professional development by providing bottom-up, participant driven, sharing and building of learning and teaching expertise. Use of the three CoP elements, developing community, sharing practice and growing domain knowledge, as an organising structure at USQ is distinctive (Wenger, 2008; Wenger, 2008 & 2009, personal conversations) and provides a robust working model for CoP operation and facilitation. CoPs provide a special kind of professional development and community founded on collegial, collaborative and personal contact. Thus, the role of the facilitator in community building, orchestrating the sharing of practice and organising the building of knowledge are important role for the success of CoPs.

2.2 The issue: Build capacity for effective facilitation of communities of practice

The Fellowship applicant, Associate Professor Jacquie McDonald had four years experience leading the CoP initiative at USQ, and had identified the role of the CoP Facilitator as an important aspect for the successful CoPs. This was based on reflective practitioner practice (Schön, 1983; 1987), knowledge of the literature, engagement with CoP leaders through an international online CoP, CP2 *The Community of Practice on Communities of Practice* <http://cpsquare.org/> and qualitative interviews with Etienne Wenger (2009), Professor Cox, Faculty Learning Community (FLC) Program Leader (Miami) and Facilitators at USQ and Miami University, USA. The importance of the role is supported by the literature which notes that effective facilitation is essential to creating and sustaining an environment in which CoPs can thrive (Ortquist-Ahrens, 2009; Cox, 2004, 2006; Star & McDonald, accepted for publication).

The Facilitator plays an important role in creating and sustaining the organising structure and the culture that fosters community, collaborative learning and significant learning and teaching impacts. Much of the CoP and facilitation literature is management and business focused and does not translate easily to the higher education context. Facilitators also operate in a context where discipline research is valued above scholarly teaching and an

academic culture infamous for its individualism, judgementalism and competitiveness (Palmer, 2002). The challenge for a CoP facilitator is to establish a climate supportive of open and deep inquiry by engaging staff in generative learning and teaching dialogue, ensuring whole group participation and not falling into the top-down existing committee or project group processes. Most CoP facilitators have full teaching or professional workloads so need clear guidelines, condensed knowledge of essential concepts and process and opportunities to enable reflection on practice. Fellowship activities were designed to nurture the leadership role and build the capacity of CoP facilitators by exploring the community of practice approach and aspects of the CoP facilitator role.

Chapter 3 Fellowship activities, outcomes and impacts

3.1 Identification of the importance of the CoP facilitator role

As noted in Chapter 2, the Fellow, Associate Professor Jacquie McDonald had considerable experience around the nature of Higher Education Communities of Practice (CoPs) and had identified the role of the CoP Facilitator as an important aspect for the success of CoPs. The role of the facilitator in community building, orchestrating the sharing of practice, organising the building of knowledge, reading and positing the CoP within the institutional context, are important if CoPs are to lead change and transform teaching and learning practice (Ortquist-Ahrens, 2009; Cox, 2004, 2006). When applying for the Teaching Fellowship, four years of experience and research around CoPs in the Australian context had confirmed this crucial element in CoP success and sustainability (McDonald & Star, 2006, 2007, 2008). The ALTC Teaching Fellowship provided an opportunity to focus on development of facilitator capacity and increase the profile of CoPs across the Higher Education sector.

3.2 Planned Fellowship outcomes

The Fellowship was designed to build on USQ CoP Facilitators and the Fellow's knowledge of USQ CoP processes to:

- Identify of the key aspects of a USQ CoP Facilitator role
- Increase the knowledge and capacity of existing USQ CoP Facilitators through workshops and resources
- Establish a Facilitator CoP for the USQ Facilitators to share and grow their practice
- Develop resources to provide as a sustained Fellowship legacy
- Engage with national and international CoP practitioners to develop and evaluate activities and resources for CoP Facilitators
- Disseminate Fellowship knowledge and resources across the sector
- Promote ALTC Fellowship activities across the sector

Fellowship activities aimed to identify key aspects of the Facilitator role, build on USQ CoP Facilitators and the Fellow's knowledge of USQ CoP processes, and use International CoP expertise to develop activities and resources to build facilitator capacity. Activities were not top down 'training' which creates an inbound trajectory targeted at competence in a specific practice (Ortquist-Ahrens, 2009). Rather, the activities aimed to explore the dimensions involved in CoP facilitation, building an outbound trajectory of new levels of expertise so the process is transformative rather than informative.

3.3 Approach and Methodology

Approach
The Teaching Fellowship was focused on building the capacity of USQ CoP Facilitators, so the majority of planned activities and resources have a USQ focus. The announcement of the Fellowship on the ALTC web page and the 2009 HERDSA Fellowship presentation generated considerable interest outside USQ, and a number of sector wide activities and impacts are noted in the dissemination and linkages chapters.

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A distributed leadership approach (Jones, Lefoe, Harvey & Ryland, 2012) is a basic operating principal that is the foundation of how the Fellow engaged with, and continues to engage with, both academic and professional staff evolved in Communities of Practice (CoPs). A community of practice approach is almost the antithesis of top-down, institutionalised implementation of initiatives to improve learning and teaching practice. At USQ CoPs are usually generated someone who has an idea, challenge or issue that triggers the 'spark' to establish a CoP. Members within the practice field are invited to join, with activities, goals and planned outcomes determined by the members. The Fellow's approach was to consult with the Facilitators, identify the key aspects and issues of a USQ CoP Facilitator role, and move forward together to resolve issues and create opportunities and resources to grow the capacity of USQ CoP

Method

An action research approach used qualitative date collected through semi structured interviews (2010) with fifteen USQ CoP facilitators to identify roles, experience and critical incidents. Grounded theory analysis of the interviews identified key features and issues of the role and a comparative analysis with USA data (2009) identify themes to inform subsequent workshop and resource design. Within the action research cycle, ongoing collaboration with the external evaluator, Jon Edwards, (Senior Evaluation Officer in the Evaluation Unit, Teaching and Educational Institute at the University of Queensland) and analysis of summative evaluation feedback informed the planned Fellowship activities.

Action research (Elliott, 1991) involves a spiral or cycle of planning, action, monitoring and reflection and the Teaching Fellowship approach of planning based on CoP experience, conversations, and literature, CoP activity and interaction with Facilitators, monitoring of implementation of actions and resources and reflection in and on action, provided the stages for the Action research approach to Fellowship activities.

Activities

In order to develop CoP knowledge and leadership capacity, the Fellow worked with Professor Milt Cox in 2009 as a distinguished visiting fellow at Miami University (USA), interviewed Professor Cox and several Miami facilitators and participated in a Miami Facilitator's workshop. Professor Cox has worked with Faculty Learning Communities (FLCs) since 1980 at university, state and national level. The Fellow identified the benefit of recruiting Professor Cox to work with the Fellow and USQ CoP Facilitators. The aim was to engage USQ facilitators in a two and a half day Facilitator's workshop, provide the comprehensive Miami Facilitator's Handbook and related web sources as a significant activity and provide resources as a concrete Fellowship outcome. Professor Cox spent two weeks working with CoPs at USQ and, with the Fellow, presenting the 2.5 day facilitator workshop, *Designing, Implementing, and Leading CoPs* to USQ staff, an International partner and reference group members. A one day *Introduction to CoPs* workshop was also conducted in Brisbane for participants from QLD and Northern NSW HERDSA members and a Sydney academic also attended. The aim of the Brisbane workshop was to provide CoP facilitator training and the comprehensive *FLC Facilitator's Handbook* to people outside USQ, thus widening the Fellowship impact across the sector.

In collaboration with a lecturer from USQ's School of Creative Arts, Ari Palani, a "Rehearsal for Life" workshop was designed that combined the techniques of the theatre practitioner, Augusto Boal, with the theories and practices of CoPs. The workshop examined the central role of what Boal calls the Joker in his *Theatre of the Oppressed* (Boal, 2002), and the links that it has with a CoP Facilitator. Both roles focus on building and sharing information, empowering communities and enhancing learning and teaching practice. Many different solutions are enacted in a single forum – resulting in the pooling of knowledge, tactics and experience – what Boal calls a 'rehearsal for reality'. The Boal workshop video explores and shares the experience of engaging with some different forms of communication and interaction, and is designed to be a tool for members of other Communities and educators to learn about how they can use these techniques to explore the role of a CoP Facilitator.

Data was collected throughout the Fellowship, as described in the Evaluation chapter, and this informed the planning and focus of Fellowship as it progressed. Early in the Fellowship qualitative data was collected through semi structured interviews with fifteen USQ CoP facilitators, in order to identify roles, experience and critical incidents. Grounded theory analysis of the interviews identified key features and issues of the role and a comparative analysis with USA data (2009) identify themes to inform subsequent workshop and resource design. A Senior Evaluator from the Evaluation Unit of TEDI, University of Queensland acted as the external evaluator, and evaluation details are outlined in evaluation chapter.

A key outcome of the Fellowship was the establishment of CoP for the USQ CoP Facilitators. Prof Milt Cox suggested the idea when interviewed (Miami 2009) and USQ CoP Facilitators agreed to the proposal at the Fellowship launch. The Facilitator's CoP has been operational since the March 2011 and is instrumental in achieving Fellowship outcomes. It provides a model for facilitating CoPs, opportunities to share practice, identify and resolve issues, recognition of an informal leadership role and a forum to influence institutional culture and policy. The Fellowship activities aimed to explore the dimensions involved in CoP facilitation, building an outbound trajectory of new levels of expertise so the process is transformative rather than informative.

3.4 How the Fellowship uses and advances existing knowledge and aligns to ALTC priorities

The Australian Learning and Teaching Council's Fellowships Scheme is one of the core programs described in *Transforming Learning and Teaching in Australian Higher Education: ALTC Strategic Plan 2010-2013*. The aim of the scheme is to advance learning and teaching in higher education by supporting a group of leading educators to undertake strategic, high profile activities in areas of importance to the sector. Through their activities, it is intended that ALTC Fellows have a positive and lasting influence on higher education practice in Australia.

ALTC Teaching Fellows devise and undertake fellowship activities that promotes and enhance learning and teaching in their home institution and beyond. To fulfil this objective, Teaching Fellows:

- identify learning and teaching issues, within or across disciplines, and facilitate an approach to addressing these issues;
- show leadership in promoting and enhancing learning and teaching in higher education, within and beyond their home institutions;
- establish and build on national partnerships in learning and teaching in higher education; and
- foster networks with recipients of ALTC Teaching Awards and with other ALTC Fellows and educators in higher education.

This ALTC Teaching Fellowship - *Community, domain, practice: facilitator's catch-cry for revitalising learning and teaching through communities of practice* – aimed to identify key aspects of the CoP Facilitator role, build on USQ CoP Facilitators and the Fellow's knowledge of USQ CoP processes, and use International CoP expertise to develop activities and resources to build facilitator capacity. As CoPs provide time and space for generative conversations (Parboosingh, 2010) to address learning and teaching issues, the building of CoP Facilitator leadership capacity directly addresses ALTC's priority to promote learning and teaching at USQ – the Fellow's home institution.

The Fellow used and advanced existing knowledge about the implementation of CoPs at USQ, and was informed by the Fellow's doctoral research into the role of online discussion forums in supporting learning in higher education (McDonald, 2007). The doctoral research identified communities of practice as a way of fostering communities and sharing tacit knowledge; thus cutting across the isolated academic silos to build dynamic communities engaged in sharing learning and teaching practice. CoPs take a variety of forms depending on their context; however they all share a basic structure. A community of practice is a unique combination of three fundamental elements (Wenger, 1998). These elements are a *domain* of knowledge that creates a common ground and sense of common identity, a *community* of people who care about the domain and create the social fabric of learning, and a shared *practice* that the community develops to be effective in its domain.

Based on her doctoral research into online learning communities (McDonald, 2007) and knowledge of the CoP literature, the Fellow collaborated with a Faculty of Business course leader, Dr Cassandra Star, and adapted the community of practice model proposed by Wenger (1998) to suit USQ's higher education context. The three CoP elements, building community, sharing practice and growing domain knowledge were identified as an organising framework for USQ CoPs to meet the needs of time poor academics. This structure was chosen to provide a consistent framework for monthly meetings to ensure that each of the essential elements of a CoP was addressed at meetings and to provide clear direction, outcomes and value adding for member. This framework is captured in the *USQ Community of Practice Agenda Template* available on the Fellowship web page <www.usq.edu.au/cops/resources/altcfellowship/facilitator-resources> and Appendix B. The structure, community support, and outcomes have assisted in addressing initial scepticism about "just another meeting" and the need to make best use of the time committed, for time poor tertiary educators (McDonald & Star, 2006).

At the start of USQ's CoP activities the implementation of communities of practice was still an emerging approach to support learning and teaching in higher education, despite being well established in the Australian Vocational Educational and Training sector (Mitchell 2003;

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Mitchell 2006). An online search to identify CoPs in Australian higher education institutions found limited evidence of reported CoPs on institutional web sites, although literature searches and personal contacts identified the existence of informal or planned implementation of CoPs at a number of Australian Universities, including the Australian National University, Griffith and Deakin University the University of New South Wales.

CoPs are also well established in business as a means of facilitating the growth and implementation of new knowledge (Wenger, McDermott & Snyder 2002). In business contexts there has been recognition of the importance of more subtle, tacit types of knowledge that needs to be shared, and CoPs have been identified as being a framework or approach where such types of knowledge are nurtured, shared and sustained (Hildreth & Kimble 2004). Tacit knowledge is highly personal, and is understood without being articulated. It is hard to formalise and therefore difficult to communicate to others as it is unvoiced or unspoken. Lave and Wenger (1991) and Vygotsky (1978) have identified the acquisition of knowledge as a social process.

A community of practice approach to teaching and learning in higher education provides a space for staff to collaboratively reflect, review and regenerate their current teaching and learning practices. Within higher education, the organisational structures and culture of individualism (Laurillard, 2006), produce a situation where individuals are often isolated and unaware of the practices of others. CoPs provides a 'safe space' for sharing war stories, what works and failed, and to engage in generative dialogue around various aspects of learning and teaching practice and innovation. Communities of practice provide the opportunity to share and articulate tacit knowledge that is often not shared in the individualistic and isolated approach to learning and teaching in Higher Education (Star & McDonald, accepted for publication).

USQ experience indicates that there needs to be flexibility around what is defined at a CoP in Higher Education. Star & McDonald (accepted for publication) propose that there are three types or categories of communities of practice that can be discerned: organic, nurtured and intentional and these have the potential to change over time. Most USQ CoPs operate as nurtured CoPs, with a formal, but bottom-up structure that negotiates institutional awareness and support, but is careful to retain a member-initiated agenda and focus. Star & McDonald adapted Wenger's (1998) community of practice phases of development for a *nurtured* community of practice and these provide an organising structure for Fellowship resources <www.usq.edu.au/cops/resources/altcfellowship>. It is argued that this model provides a bridge between early CoP *theory* and current CoP *practice*. It also provides a framework for understanding CoPs in higher education and how they require a different approach from the use of CoPs in other contexts (Star & McDonald, accepted for publication).

The Fellow built on and advanced knowledge around the operation of nurtured CoPs in Higher Education as she worked with Facilators at USQ and across the sector. The *Phases and Key Issues of a Nurtured Higher Education CoP* (Table 1), developed by Star & McDonald (accepted for publication) were used as an organising structure for Fellowship web resources <www.usq.edu.au/cops/resources/altcfellowship>. These resources provide CoP facilitators with ideas and practical resources at different phases of a (CoP).

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Table 1: Phases and Key Issues of a Nurtured Higher Education CoP

Initiation	Creation	Infancy	Maturity/Sustaining	Re-creating
• Topic or cohort focus • Scope CoP context • Champions • Resources • Seizing the institutional moment • Finding "the spark" • Identify members	• Getting buy-in • Selling it • 7 design principles • Nurturing "the spark" • Getting critical mass • Leveraging local knowledge and contacts	• Nurturing membership • Ensuring value • Back-channelling • Building trust • Building profile • Credibility of core members and convenors	• Avoiding institutional takeover/ leveraging • Membership change • Inducting new members • Reinvigoration • Protecting "space" • Keeping role focussed	• Re-assess the critical issues or new trigger • Evolution of membership • Re-building critical mass • Re-negotiating institutional relationship

Star, C., & McDonald, J. (accepted for publication), CoPping it sweet: the state of play of CoPs in higher education, *Higher Education Quarterly*, Wiley-Blackwell, West Sussex, United Kingdom.

On the Fellowship web resource site, brief overviews of the key considerations are provided for each of the CoP phases, with links to more detailed resources.

The Fellow promoted and enhanced learning and teaching at USQ and in the wider sector, through building Facilitator capacity, implementing communities of practice, and alerting staff of ALTC activities that related to, and could contribute to, USQ learning and teaching initiatives. The Fellow has had several invitations to join ALTC grant and Fellowship reference groups and activities and fostered networks with other with other ALTC Fellows and educators in higher education to shared CoP ideas and resources.

3.5 Factors impacting on the Teaching Fellowship

3.5.1 Analysis of critical success factors

The ALTC Fellowship selection process is based on Fellows' demonstrated leadership capacity in higher education, with Fellows providing evidence of expertise and influence and recognition of their educational leadership ability. This fellowship leveraged off the Fellow's developing CoP activities, and provided the funding for the Fellow to concentrate on CoP activities and develop resources to support USQ CoP facilitators. The prestige of the Fellowship also had a very positive impact on the implementation of USQ CoPs of by affirming their value to facilitators and members, as noted in the many unsolicited congratulatory emails and comments. National recognition of the Fellow and CoPs activities with the awarding of the USQ's only ALTC Fellowship also profiled the value of CoP activity to USQ Senior leaders and assisted in creating a positive context and support for CoP activities. These senior leaders were approached to act as CoP champions and provided

high level promotion of CoPs to stakeholders, as well as resources and profiling the importance of the CoPs across the university.

The fellowship was launched by Professor Philip Candy in October 2010 and at the launch facilitators were provided an outline of planned workshops, invited to participate in the Facilitors CoP and contributed ideas they would like addressed during the Fellowship. The launch was an effective communication tool and clarification of planned activities and the opportunity for Facilitators to provide their input increased engagement and owner of Fellowship activities. This public launch by a Senior USQ Leader demonstrated institutional support for the Fellowship and a media release increased its visibility. <www.usq.edu.au/newsevents/news/jacquiemcdonaldfellowship10>. Professor Philip Candy congratulates Dr Jacquie McDonald during the fellowship launch.

The two and a half day Facilitator's workshop, *Designing, Implementing, and Leading CoPs* for USQ facilitators with Professor Cox, and the associated comprehensive Miami Facilitator's Handbook and related web sources, provided generated a great deal of knowledge and enthusiasm around the Facilitator role, and made a significant contribution to the Fellowship success <www.usq.edu.au/cops/resources/altcfellowship>. Likewise, the one day *Introduction to CoPs* workshop conducted in Brisbane provided CoP facilitator training and the comprehensive *FLC Facilitator's Handbook* to people outside USQ, thus widening the Fellowship impact across the sector.

Participants receiving their certificates from Professor Milt Cox and the PVC Pro Vice-Chancellor (Academic Enterprise) and Dean (Faculty of Sciences) Professor Janet Verbyla. Professor Milt Cox at the USQ workshop, *Designing, Implementing, and Leading CoPs*.

The "Rehearsal for Life" workshop conducted in collaboration with a lecturer from USQ's School of Creative Arts, Ari Palani, examined the central role of what Boal calls the Joker in his *Theatre of the Oppressed* (Boal, 2002), and the links that it has with a CoP Facilitator.

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This workshop engaged participants in activities quite different from content driven workshops, and provided participants with activities to explore and discuss a range of ways to engage with CoP members in their Facilitor role. As noted earlier, activities were not top down 'training' which creates an inbound trajectory targeted at competence in a specific practice (Ortquist-Ahrens, 2009). Rather, the activities aimed to explore the dimensions involved in CoP facilitation, building an outbound trajectory of new levels of expertise so the capacity building process is transformative rather than informative.

Ari Palani and Jacquie McDonald at the USQ Boal workshop, video resource at <www.usq.edu.au/cops/resources/altcfellowship/boal>

The contribution of an external evaluator right from the start of the Fellowship, with a focus on formative and well as summative evaluation provides valuable insights and feedback that indicated the success (or not) of activities and informed the design and implementation of subsequent activities and resources.

The Fellow's awareness of CoP literature and her knowledge gained through national and international CoP colleagues informed the implementation of CoPs and the resources to support facilitors. For example, the Fellow advised Facilitators to consider the CoP context and articulate the alignment with institutional goals and priorities, such as student retention to stakeholders. This process was modelled by the Fellow, and at the start-up of each CoP Facilitators were advised to approach senior leaders to act as champions for their CoP. The Fellow, Jacquie McDonald, invited USQ's VC, Professor Bill Lovegrove to attend the Facilitator's CoP for a two way discussion around ideas to support USQ CoPs. A video interview with Jacquie McDonald and Professor Bill Lovegrove around the role of CoPs champions is on the Fellowship resource web page <www.usq.edu.au/cops/resources/altcfellowship>.

Professor Bill Lovegrove (VC USQ) and Fellow Jacquie McDonald at USQ Facilitator's CoP

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Promotion of the Fellowship workshop on the ALTC web site and 2010 and 2011 HERSDA conference presentations increased the visibility and impact of the Fellowship. As a result of this dissemination, several universities contacted the Fellow and workshops were conducted at Sunshine Coast, Queensland, Griffith and CQU universities. ALTC Fellowships are viewed as very prestigious by other academics and senior leaders, so Fellowship activities can be used to promote both ALTC and the Fellowship initiatives.

3.5.2 Analysis of factors impeding the Fellowships success

Fellows need to be aware of the lengthy process involved in the signing of the ALTC and institutional legal agreements. This needs to be factored into timeline planning as it can delay start-up and allocation of resources for up to a month.

The Fellow did not budget for a project officer or manager, and subsequent experience of working with a project manager in an ALTC Leadership project demonstrates the value of that assistance to support Fellowship activities. Although three months full time was allocated to Fellowship activities, time consuming administrative tasks can distract from higher level goals.

Fellows new to conducting institutional wide activities will need to allocate time to overcome lack of knowledge of institutional processes and protocols. For example, there are very time consuming processes around organising visiting scholar travel, institutional preferred provider status for external workshop venues, costing and ordering of resources and interaction and reporting through the Legal and Finance office. These activities are usually outside academics usual activities, particularly if the Fellow is located in a Faculty rather than a central unit.

Applicants are advised to consult with institutional finance officers when preparing the budget. They can then align the ALTC budget items with internal budget line items, thus simplifying the monitoring and reporting of budget expenditure. Knowledge of fringe benefits tax essential for costing functions and should have been included in budget.

If the Fellowship activities are across the institution, sensitivity and flexibility are required when working across disciplines, e.g. academics from Arts and Sciences responded very differently to some workshop activities.

Unplanned for institutional changes, such as internal reviews, personal changes, availability of support resources, such as media services, can impact of the Fellow's workload and cause delays in the best-planned programs. These can all impact on Fellowship timelines so early discussion with ALTC staff, and if necessary, revision of timelines is the best approach to dealing with such issues.

3.6 Application and adaptation of Fellowship approach to other institutions

The approaches and resources developed in this Fellowship have already been shared with, and implemented at other institutions. The adaption of Wenger's (1998) three elements as an organising framework for higher education CoPs provides an organising structure for CoP

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activities that has proven robust over five years implementation at USQ, for academic, professional and blended CoPs. During the Fellowship this three element framework has been presented at HERDSA 2010 conference and at workshops at several universities. When the three element framework was presented at another institution a comment was made that it was "*the piece that puts the jigsaw together for the operation of CoPs*."

The nurtured CoP approach provides a bottom-up, participant driven, CoP approach to sharing and building of learning and teaching practice. This approach can be applied to topic, cohort, Faculty or across institutional CoPs and is readily adapted to different Higher Education contexts. The community of practice approach cuts across academic silos and creates a space in the academics' professional lives to discuss, reflect on and transform their teaching practice. The comment of a CoP member '*I know I'm not alone*' captures the transformative capacity of the CoPs that can be applied across the higher education sector.

4 Dissemination

As a Teaching Fellowship, planned activities were focused on supporting USQ CoP Facilitators, with many activities USQ based, however one external workshop and two conference presentations were planned. The Fellow has engaged in round table discussions, presented seminars and workshop to both develop CoP Facilitator capacity and to disseminate activities to a wide audience. Resources are available on the Fellowship web site < http://www.usq.edu.au/cops/resources/altcfellowship>.

A variety of strategies were used to disseminate the fellowship activities and outcomes to stakeholders and the Australian and international scholarly communities. These included:

- Engagement with senior management and CoP champions
- Seminars, round table discussions and workshops
- Refereed conference papers
- ALTC sponsored Fellowship and Leadership forums
- Media releases
- Fellowship CoP website < http://www.usq.edu.au/cops/resources/altcfellowship> is located within the USQ CoP web site, on ALTC advice

4.1.1 Seminars, workshops roundtable discussions

Seminars
- Implementing CoPs at USQ; Leicester University Learning and Teaching Centre UK – 15 June, 2010
- ALTC Fellowship applications; Information for potential applicants, Uni Sunshine Coast, 23 July, 2010, Noosa
- Communities of Practice – making them work, CQUni, 20 August, 2010, Rockhampton
- CoPs for Learning and Teaching in Higher Education, CQUni, 20 August, 2010, Rockhampton
- Official launch of ALTC Teaching Fellowship by USQ Professor Phil Candy, DVC Global Learning, 7 October 2010, Toowoomba
- USQ Learning and Teaching seminar - *The Scholarship of Teaching and Learning: Recommendations for Development, Presentation, and Publication* - Professor Milton Cox, Toowoomba
- Invited key note speaker at CQUni launch of CoPs, to support CoP initiative and promote the role of CoPs in Learning and Teaching, CQUni, 12 August, 2011, Rockhampton
- Role of communities of practice in engaging change, Australian Business Dean's Council (ABCN) Learning & Teaching Network, 9 February, 2012, Adelaide University

Workshops, roundtable discussions and USQ Facilitator's CoP
- CoP Facilitators workshop, Uni Sunshine Coast, 23 July, 2010, Noosa
- Roundtable discussions - The Role of the CoP Facilitator in Engendering Engagement; University of Queensland, 6 August, 2010, Brisbane
- Roundtable discussion - Learning and Teaching at USQ, Heads of Program Network, CQUni, 20 August, 2010, Rockhampton
- Boal – 'Rehearsal for Life' workshop for USQ CoP Facilitators, 30 November, 2010, Toowoomba
- USQ CoP Facilitator two and half day workshop - *Designing, Implementing and Facilitating Communities of Practice: Australian Learning and Teaching Council Workshop*, 16 – 18 February, 2011

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- ALTC Teaching Fellowship workshop - *Introduction to Designing, Implementing and Facilitating Communities of Practice: Australian Learning and Teaching Council Workshop*, 25 February, 2011 University of Queensland
- Roundtable discussions - CQUni CoP champions workshop – Managing up and Facilitating down, CQUni, 12 August, 2011, Rockhampton
- Key note and workshop - Establishing and Sustaining Communities of Practice, *Celebrating Excellence in Teaching week,* Griffith University, 4 November 2011, Brisbane
- USQ Facilitator's CoP, monthly CoPs to share practice and build the facilitation capacity of USQ Facilitators, Toowoomba

Refereed Conference presentations
- Communities of practice: Redefining approaches to academic professional development for changing practice; *HERDSA 2010 Conference*, 7 July, 2010, Melbourne
- Building Leadership Capacity for Community of Practice Facilitators: Edgy Professional Development, 8 July, 2011, *HERDSA 2010 Conference*, Gold Coast

4.1.2 Fellowship resources

The Fellowship resources, including links to the workshop resources, workshop videos and interview audios are available at <www.usq.edu.au/cops/resources/altcfellowship>. There are links to the contents page and sections of Miami Facilitator's Handbook distributed at the February 2011 two and half day facilitator workshop, *Designing, Implementing, and Leading CoPs*, which provides a significant resource and outcome of the Fellowship.

A second set of CoP Facilitator resources for establishing and sustaining CoPs are linked to the *Phases and Key Issues of a Nurtured Higher Education CoP* (Table 2), developed by Star & McDonald (accepted for publication). These resources provide CoP facilitators with ideas and practical resources at different phases of a CoP <www.usq.edu.au/cops/resources/altcfellowship>.

Table 2: Phases and Key Issues of a Nurtured Higher Education CoP

Initiation	Creation	Infancy	Maturity/Sustaining	Re-creating
- Topic or cohort focus - Scope CoP context - Champions - Resources - Seizing the institutional moment - Finding "the spark" - Identify members	- Getting buy-in - Selling it 7 design principles - Nurturing "the spark" - Getting critical mass - Leveraging local knowledge and contacts	- Nurturing membership - Ensuring value - Back-channelling - Building trust - Building profile - Credibility of core members and convenors	- Avoiding institutional takeover/ leveraging - Membership change - Inducting new members - Reinvigoration - Protecting "space" - Keeping role focussed	- Re-assess the critical issues or new trigger - Evolution of membership - Re-building critical mass - Re-negotiating institutional relationship

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Star, C., & McDonald, J. (accepted for publication), CoPping it sweet: the state of play of CoPs in higher education, *Higher Education Quarterly*, Wiley-Blackwell, West Sussex, United Kingdom.

On the Fellowship web resource site, brief overviews of the key considerations are provided for each of the CoP phases, with links to more detailed resources. These web resources also provide cross links to the web version of the comprehensive Miami Facilitator's Handbook distributed at the 2.5 day facilitator workshop, *Designing, Implementing, and Leading CoPs*. An example of resources from the "Initiation page is copied below www.usq.edu.au/cops/resources/altcfellowship/facilitator-resources/initiation>.

Initiation

The spark is the idea, challenge or opportunity that triggers the plan to establish your CoP and will determine if the CoP is topic based, such as "Tablet PC CoP", or cohort, "Faculty of Business First Year Course Leaders CoP". The Miami University Faculty Learning Community (FLC) Facilitator's Handbook contains a wealth of ideas and resources to draw on for CoP implementation. Review the ideas presented in *Recommendations for Initiating and Implementing an FLC at Your Campus* as you begin to plan your CoP. There are many CoP resources available on the web including Etienne Wenger's *Cultivating communities of practice: a 'quick start-up guide'* and John Parboosingh's *Tools for CoP Facilitators* (*PDF 527KB).

Consider the CoP context and articulate the alignment with institutional goals and priorities, such as student retention. *Activity: populate the 'Community of Practice Start-up Considerations (*PDF 91KB)' file.* Recruit your champion by articulating CoP goals and alignment to institutional priorities, benefits and outcomes. The champion can provide administrative and consumable resources, high level promotion of your CoP, time release for members and profile the importance of the CoPs to all stakeholders. Once you have identified potential members, people interested in the topic or members of the cohort, send an invitation inviting them to the CoP. The invitation (*see model document in resources)* from the champion and his/her attendance at CoP launch adds impact and prestige.
Resources:
* Community of Practice Start-up Considerations (*PDF 91KB)
* The Distance Consulting Company (2000) *Community of Practice Start Up Kit,* A concise set of tools and diagrams for conceptualizing, building, supporting and evaluating communities of practice
* The FLC Program Director's and FLC Facilitator's Handbook, Sixth Edition, Recommendations for Initiating and Implementing an FLC at Your Campus
* Model invitation from CoP Champion to potential members to join the Community of Practice
* Parboosingh, John (2010), *Tools for CoP Facilitators* (*PDF 527KB), Getting Started with CoPs – how to foster CoPs, University of Calgary
* Wenger, E. *Cultivating communities of practice:* a quick start-up guide

5 Linkages

The Fellow collaborated with colleagues to leverage off this Fellowship *Community, domain, practice: facilitator's catch-cry for revitalising learning and teaching through communities of practice,* to successfully submit a grant application for an Australian Learning and Teaching Council (ALTC) Leadership Project - McDonald, J., Star, C., Nagy, J., Burch, T., Cox, M. (2010-12)*, "Identifying, building and sustaining leadership capacity for communities of practice in higher education."* The Leadership team members have been involved in CoPs and working collaboratively for a number of years, and saw significant synergies and effective mobilisation of in-kind resources can be achieved by undertaking the projects concurrently. Both of these projects address CoP leadership questions and build leadership capacity.

5.1 Influence on ALTC Fellowships and Grant projects

Fellowship activities contributed to Professor Wageeh Boles National Fellowship. Professor Boles came to know Professor Milton Cox personally through A/Professor Jacquie McDonald's fellowship, when he made a presentation at the ALTC Fellows Forum in Brisbane. This triggered a visit to Miami University (USA) to meet with Professor Cox and the outcome of this collaboration is a planned visit to Australia to work with Professor Boles in his Fellowship, and to conduct workshops at James Cook University and Queensland University of Technology, Brisbane. Professor Cox is also a member of the reference group of Wageeh's fellowship.

The Fellow collaborated with ALTC Fellow, Professor Sylvia Rodger, University of Queensland, though networking at the ALTC Fellows Forum Sydney July 2010. She provided ideas and assistance for the implementation of CoPs for Professor Rodgers Fellowship, and sent links to the HERDSA papers and Fellowship resources. Professor Rodger's build on her fellowship to develop an Occupational Therapy Academic Learning Network (OTALN) involving the emerging leaders from the fellowship and broadening out to other academics across Australian and New Zealand. The Fellow (J McDonald) has been invited to present a CoP workshop at the forthcoming workshop series in Sydney in June 2012.

Professor Susan Jones, requested the Fellow to provide CoP expertise as a member of the reference group for a 2011 ALTC Leadership project LE11-2000. Project title is '*Evidence-based benchmarking framework for a distributed leadership approach to capacity building in learning and teaching'.*

The Fellow is a committee member of the Australian Learning and Teaching Fellows (ALTF) which has replaced the ALTC Fellows Alumni, and will establish and fill the role of Community of Practice Convener.

5.2 Other disciplinary, national and international linkages

Professor Milton Cox, key note speaker and participant, Adelaide ALTC Leadership Forum, 10th and 11th February, 2011. Presentation arranged through my Fellowship activities, with Professor Cox speaking about Communities of Practice.

Professor Milton Cox, key note speaker and participant, Brisbane ALTC Fellows Forum, 20-22nd February, 2011. Presentation arranged through my Fellowship activities, with thirty five Fellows registered for this event.

Professor Etienne Wenger, expert review of Facilitators workshops

Dr Lisa Tan, SEGi University College, Malaysia, attended the USQ February workshop and in collaboration with the USQ's International Office established seven CoPs to support USQ and SEGi partnership learning and teaching at SEGi College.

Ms Jane Black, Learning, Work and Career Development, Victoria University, Melbourne, facilitator of a Community of Practice at Victoria University with a focus on Learning in Workplace and Community (Work Integrated Learning), sharing of resources, as follow-up contact triggered by February workshop notice on ALTC website.

Associate Professor Janelle Rose, Faculty of Law, Business and Creative Arts, James Cook University, Cairns, phone consultation and email exchange for establishing CoPs at James Cook University.

ALTC Fellows Alumni Association, *Vanguard* Newsletter, CQUniversity Communities of Practice launch – 12 August 2011.

Dr Linda Keesing-Styles, Dean, Teaching and Learning, Unitec, New Zealand. The Fellow is an invited member of their Community of Practice, with discussion of Fellowship activities through to online discussion on CoP Ning site. Fellow had meetings with Unitec CoP members at HERDSA 2010 and 2011.

Contribution to Ms Juliana Ryan, Deakin University, PhD research, '*Narrativity and identity in university teaching and learning'* including hosting a visit to USQ, and USQ forum 14th July, 2011, facilitation of data collection in USQ CoPs, and external member dissertation examination panel.

Ms Kylie Lipscombe, Masters Student at La Trobe University and a casual lecture/tutor at the University of Wollongong. She was referred by Professor Etienne Wenger to contact the Fellow to discuss and share resources for her Master's Thesis on the role that professional dialogue plays in professional learning communities, using the community of practice as the theoretical framework. Activities included discussion and resources sharing, plus contact with other PhD students, July 2011.

Meeting 13 April 2011 at the RAAF Amberley base, Brisbane, with Jan Drobik, leader of Aero engineering Communities of Practice, Australian Defence Organisation, Fishermans Bend, Melbourne and Mr Ray Hingst, USQ Business CoP, to share Fellowship CoP activities and ideas to sustain CoPs.

Nima Fallah, PhD candidate at University of Strasbourg (France) and visiting researcher at Warwick University and Cranfield Management School, England. PhD focus is to apply the

Distributed Leadership theory to CoPs. My activities include exchange of publications and letters of support and introduction for PhD survey with USQ and CQUni CoPs.

Linkedin http://www.linkedin.com/myGroups?trk=hb_side_grps_top, Community of Practice discussion forum, with 486 members. The Fellow contributes to international discussion about CoPs and direct participants to ALTC Fellowship activities and site.

Presentation on the "Role of communities of practice in engaging change" to Australian Business Dean's Council (ABCN) Learning & Teaching Network, on Thursday, 9 February, 2012, Adelaide University, triggered contact with colleagues at UTAS, with sharing of resources and planned invitation to present as key note at UTAS Learning and Teaching week (Teaching Matters) at the end of 2012.

Dr Nick Herd, Director, Research and Strategic Analysis, Australia Council for the Arts, made contact based on my national CoP activities to discuss practical application and ideas of how CoPs can assist with the communication of Australia Council research and promote discussion, debate and knowledge transfer. Email exchange and phone conference February, 2012

The goal of the Fellowship activities is to build on the proven success of USQ's CoPs by increasing the capacity of CoP facilitators and promoting CoPs to a wide Higher Education audience. The collegial networking between the Fellowship reference team: Professor Milton Cox (Miami University, USA); Professor Geoffrey Crisp (Adelaide); Professor Michele Scoufis (Sydney); Dr Star and Associate Professor Nagy (Deakin) will widen the impact of project activities and ensure an engaged dissemination process.

6 Evaluation

The external evaluation was commissioned by Associate Professor Jacquie McDonald, University of Southern Queensland as the client. The evaluation plan was submitted to, and agreed by, the client and the reference group that has overseen the Fellowship. The evaluation was conducted by Jon Edwards, the Senior Evaluation Officer of the TEDI Evaluation Unit (EU) in the Teaching and Educational Development Institute (TEDI) at The University of Queensland. The external evaluation report for the project is commensurate with Section G, Final Report part e "Evaluation" in the document Fellowship management information, Fellowships Scheme Version 4.0 – October 2010.

6.1 Executive summary

Support to those in receipt of Australian Learning and Teaching Council (ALTC) funded programs includes access to resources that both help in, and are required for, the delivery of the aims of the program. One of these is a resource on evaluating projects. In evaluating an ALTC Fellowship the guidance and assistance provided by the resource is sufficient and perfectly adequate to make judgements about a project.

In planning for and managing the conduct of the Fellowship however, Associate Professor Jacquie McDonald determined that an external evaluation of the program be undertaken. The final form of the external evaluation not only takes these requirements into account, but also applies a broader evaluation framework that includes data collection and analysis by an independent evaluator.

This evaluation framework is grounded in well-established and recognised techniques in evaluation theory and practice; the theory of change, logic models and the Key Evaluation Checklist.

Investigation questions were established which then guided the identification of the data required for the evaluation. These data comprise a pre- and post-survey of participants in the major workshop activity of the Fellowship, testimony by two recognised experts in the field of Communities of Practice, examples of the impact of the Fellowship both locally and further afield and the level of the achievement of stated deliverables and conformance to the requirements of the ALTC. The data, collected and analysed independently were then used as criteria for making judgements that are presented in this report's findings.

Based on the data collected it can be said that, overall, the ALTC Fellowship "Community, domain, practice: facilitator's catch-cry for revitalising learning and teaching through communities of practice", conducted by Associate Professor Jacquie McDonald met the goals that it set out to achieve, in particular:

- The skills of Communities of Practice facilitators have been enhanced;
- Resources that encourage the development of Communities of Practice and enhance the skills of Communities of Practice facilitators have been created and made accessible;
- Expert testimony has endorsed the level of quality of the conduct and outcomes of the Fellowship;

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- There is evidence of the reach of the Fellowship in providing support to others in the area of Communities of Practice;
- Levels of quality required by the ALTC have been achieved.

6.3 Introduction to evaluation approach, audience and structure

An external evaluation that was undertaken for the Fellowship. The focus of the evaluation was on gathering evidence of the achievement of the aims and outcomes of the Fellowship. The fellowship project seeks to identify key aspects of the facilitator's role in communities of practice, critically analyse the role and further develop workshops that serve to build capacity in the skills required of communities of practice facilitators.

The adopted external evaluation strategy aimed to support the success of achieving these objectives by providing an independent assessment of the impact of the proposed workshops and a summative assessment of the lifecycle of the Fellowship.

6.3.1 Evaluation objectives

In answer to the question, "What is evaluation?" the Evaluation Trust, a UK-based, charitable body that supports voluntary sector and community organisations in evaluating their activities and programs proposes the answer "… what difference does the work make…" This is the key principle that has guided the evaluation of the ALTC fellowship "Community, domain, practice: facilitator's catch-cry for revitalising learning and teaching through communities of practice" conducted by Associate Professor Jacquie McDonald, University of Southern Queensland. The primary objective of this evaluation has been therefore to answer the question "… what difference did the *Fellowship* make…?"

In order to achieve this objective the evaluation process sought to gather evidence in two areas; firstly evidence that the suite of activities envisaged by the terms of reference of the Fellowship had created opportunities for Communities of Practice facilitators to engage in facilitation skills development and secondly evidence of activities consistent with the requirements of an ALTC fellowship.

NB Reference made in this document to "program" is derived from evaluation theory for which, in this particular case, the term "Fellowship" can be substituted.

6.3.2 Investigation questions

This evaluation has aimed to investigate the following broad questions:

- In what ways has the fellowship met or not met the aims and objectives it set out to achieve?
- To what extent has the fellowship met or not met the evaluation requirements of the ALTC?

It is important to note that whilst this type of evaluation shares with social science research similar underpinnings, methods, terminology and other characteristics, its conduct is distinctive in both form and function. Thus there is not only a need to collect evidence that planned activities have taken place but also to attempt to establish what sort of impact and outcomes are demonstrated by this evidence. This distinction is also recognised in the

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reporting requirements for the ALTC as the Fellow's Final Report – Part 1 provides for self assessment of the Fellowship under the headings "Dissemination of fellowship Outcomes" and "Potential for Systemic Change".

6.3.3 Evaluation approach

The selection of a particular evaluation approach reflects two important considerations; timing and practicality. An external evaluation report is required at the end of the fellowship period. This limits the scope of assessment to "activities" and "short-term results" (see Appendix 1). Ideally an evaluation would extend to "medium-term results" and ultimate impacts" but this is precluded by the requirement to report at a specified time. Furthermore, the reach of the Fellowship and budgetary constraints place limits on the number of consumers that can be approached in order to provide evidence for the evaluation. In seeking to meet its objective an evaluation approach was used which draws on three underpinning concepts in evaluation theory and practice:

- Theory of Change
- Logic Model
- Key Evaluation Checklist

Theory of Change
This concept "… refers to the ideas or underlying/tacit assumptions about how the activity … designed will bring about the changes … hope[d] for" (Saunders yyyy). It presupposes that the activities are not only worthwhile in themselves but that benefits will result subsequent to the provision of these activities.

Such an approach has been used by Hegedus and Jernigan (2010) in the evaluation of communities of practice (CoPs) themselves and by the University of Sheffield (Levy et al 2007). The latter draws on the EPO (enabling, process, outcome) approach to performance indicators of Helsby and Saunders (1993). It uses the following three questions to establish the relationship between activities and change as follows:

Question	**Descriptor**
What is needed to undertake the activities leading to the desired outcomes?	Resources and Enablers
What steps need to be taken to achieve the desired outcomes?	Activities and Processes
What will the program have achieved by its end?	Desired Outcomes

Theory of change concerns itself with the "what", i.e. in order to create desired outcomes, what activities and processes need to be produced through the use of resources and enablers.

Logic Model
The logic model initially occupies similar territory to the theory of change. It is used however to provide the "how" of change.

A combination of two approaches has been used here.

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The model developed by the University of Wisconsin Extension can be found in Appendix 1. This graphical representation begins by showing the logical relationships between the resources that go into a program, the activities the program undertakes and the changes or benefits that result, or alternatively stated Inputs, Outputs, Outcomes-Impact. These three headings are expanded to enable a more detailed exposition of the connections between the interdependent parts that together make up a systemic whole. The logic model provides a lens through which to engage with the evaluation of the program at the correct level of granularity by answering the following questions:

Evaluation requirement	**Question**
FOCUS	What will we evaluate?
QUESTIONS	What do you want to know?
INDICATORS-EVIDENCE	How will we know it?
TIMING	When should we collect data?
DATA COLLECTION:	
SOURCES	Who will have this information?
METHODS	How will we gather the information?
SAMPLE	Who will we question?
INSTRUMENTS	What tools shall we use?

This model has been adapted with the addition of two categories in order to enhance the relevance to evaluation of the Fellowship.

Davidson (2005, p. 38) uses the logic model in a different but equally effective way. The generic logic model that is presented is as follows:

If we implement this…	→	*We will address this underlying need…*	→	*Which should meet our need…*
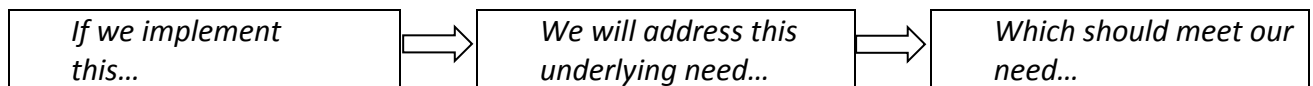
Using this type of model reveals the underlying logic for the Fellowship:

If we implement…	→	*We will address this underlying need…*	→	*Which should meet our need…*
The Fellowship		Absence of facilitator knowledge and resources for the academic context and means of developing appropriate skill-sets		Enabling facilitation of academic CoPs
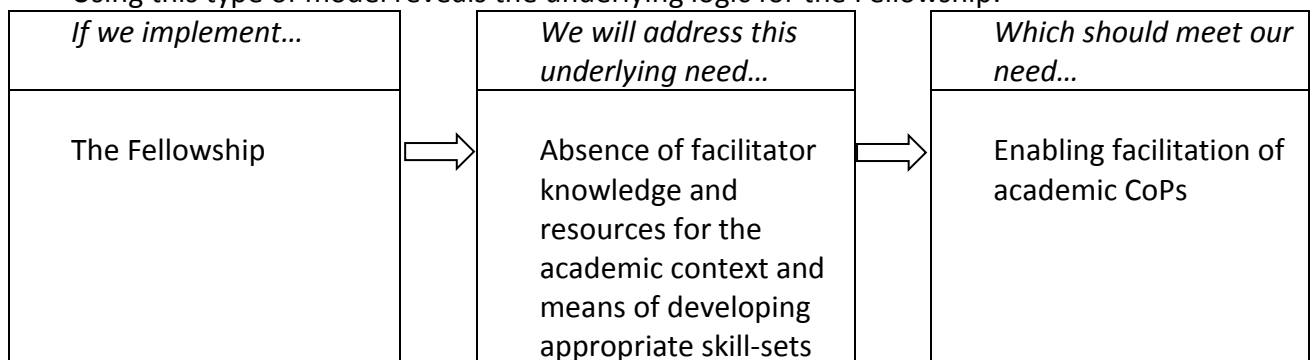
By drawing attention to needs, suitable criteria can be developed that are used to judge the extent of the level of satisfaction of those needs. These evaluation criteria have a checkpoint in the Key Evaluation Checklist and are known as values.

Key Evaluation Checklist

The Key Evaluation Checklist (KEC) has been developed by Scriven (2007) and further articulated by Davidson (2005). The approach has been commonly used to evaluate programs, plans and policies. It provides a structure and a procedural framework, based around questions and checkpoints, that governs the conduct of an evaluation. It is predicated on concepts such as theory of change and logic models and deals rigorously and comprehensively with all facets that an evaluation should contain.

At the heart of the KEC is the "Values" checkpoint. Values, in this context are those criteria that address the following questions:

"On what basis will you determine whether the … [program] … is of high quality, is valuable, and so forth? Where will you get the criteria, and how will you determine "how good is good"?" (Davidson, p.24)

Scriven (2007) identifies 18 values that would be relevant to most independent evaluations. From these, four have been selected, in consultation with the client, as being most fitting in measuring the effectiveness of the fellowship in achieving the key objectives that are set out in the fellowship proposal document:

A. Needs
B. Resource economy
C. Fidelity to alleged specifications
D. Professional standards

Greater detail on these evaluation criteria is presented in section 6.5: FINDINGS below.

Data

The following tools have been adopted to collect primary data for the purpose of evaluation:

1. The knowledge, attitudes and practices study method was used to guide item development for pre- and follow-up surveys of the facilitator workshop participants. It derives from health education and related disciplines and has been used in informing evidence based practice in nursing (Witzke et al 2008), also finding application in other sectors such as environmental projects (Eckman and Walker 2008) and agricultural studies;

2. Expert testimony was provided by Milton Cox[1] via a semi-structured interview;

3. Expert testimony was provided by Etienne Wenger[2] via a critical review of the workshop resources and report;

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[1] **Milton D. Cox**, Project Director, FIPSE Project on Faculty Learning Communities Center for the Enhancement of Learning, Teaching and University Assessment , Miami University, Oxford, Ohio

[2] **Etienne Wenger** has been described by HERDSA as "…a globally recognized thought leader in the field of communities of practice and their application to organizations. A pioneer of the "community of practice" research…"

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4. The wheel of influence tool, developed by the Centre for Inter-Professional E-learning at Coventry University (King, 2010), has been used to track the influence of the fellowship on the communities of practice landscape. This diagrammatic representation of the connections and influences of the fellowship has been used to document the breadth and depth of the influence of the workshops on existing and potential facilitators to engage in CoP initiation or development;

5. A pro forma approach has been taken to measuring the fellowship's deliverables. Two pro forma documents have been used, informed by the Key Evaluation Checklist and the ALTC Grants Scheme "Evaluating Projects" document (http://www.altc.edu.au/extras/altc-gsep/index.html).

The relationship between theory of change, logic model, data collection and evaluation of the Fellowship is presented graphically in Appendix 1 of the Evaluation report.

6.3.4 Evaluation report structure

This report has been structured with the target audience of investigator, direct and indirect consumers in mind. It offers an overview of the external evaluation approach and method, an overview of the data collection strategies and a synthesis of findings and conclusions. It should also be noted that Scriven's framework requires reporting of an evaluation in a particular manner which is also reflected in the format.

Copies of the data collection tools used are available in the Evaluation Appendices.

6.4 Data collection and analysis process

Using the principles of the Key Evaluation Checklist, an evaluation framework was developed that informed the identification of sources of data. Three distinct data sources were selected in order to provide evidence for the evaluation.

6.4.1 Survey of facilitator workshop participants

In keeping with the evaluation approach a survey of the Fellowship's direct consumers was undertaken. Participants in the 2.5 day workshop were identified as the most appropriate sample to use for this purpose. The knowledge attitudes and practices (KAP) study method was adopted as a research protocol to inform the survey. The method had been featured by the American Evaluation Association (AEA) in April 2010. Its advocate describes the method thus:

> "KAP studies … measure changes in human knowledge, attitudes and practices in response to a specific intervention… KAP studies focus specifically on the knowledge, attitudes and practices (behaviors) for a certain topic [:] … Knowledge refers to [the] understanding of that topic. Attitude refers to … feelings … as well as … ideas [towards the topic]. Practice refers to the ways in which [people] *demonstrate their knowledge and attitudes through their actions*. Understanding these three dimensions will allow a project to track changes in them over time … KAP should be conducted twice, both pre- and post-intervention, *in order to measure impact*."
> Eckmann (2008) Emphasis added

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Key to the Fellowship was development of "Activities…designed to nurture and build the capacity of CoP facilitators…".The KAP study approach accords well with the Fellowship's intention to build "new levels of expertise [through] transformative rather than informative…" activities.

The items in the questionnaire are derived from Hulsebosch and Wagenaar (2008). They set out 11 principles to guide facilitation of a learning community informed by CoP theory.

The knowledge dimension is measured using an adaptation of the Participant Perception Indicator (PPI) approach of the Collaboratory for Advanced Research and Academic Technologies at the University of Wisconsin which includes the measurement of confidence. The scale is 1 = Low, 5 = High.

The attitudes and practice domains are measured on a scale of 5 = Strongly Agree to 1 = Strongly Disagree.

An online survey of those enrolled in the workshop was conducted. A copy of the survey questions is available as Appendix 2 in the Evaluation Report.

Sampling

Twenty-five delegates enrolled for the workshop. All remaining individuals were contacted and given the opportunity to undertake the survey, amounting to a census rather than a sample.

Data collection strategy

An invitation to participate in the pre-workshop survey was released on February 11th 2011. (see Appendix 3 Evaluation Report). The invitation was released to the twenty five delegates. None of the emails was rejected, neither were out-of-office messages returned. Two individuals advised non-attendance. Their details were removed leaving 23 potential participants. Two reminders to participate were issued on February 15th 2011 and February 16th 2011. The survey was closed on February 16th 2011 prior to the scheduled start of the workshop at 4:30 pm. There were 20 valid respondents, resulting in a response rate of 87%.

An invitation to participate in the post-workshop survey was released on February 22nd 2011. (See Appendix 1.2n Evaluation Report). The invitation was released to the twenty delegates who had completed the pre-workshop survey. None of the emails was rejected, neither were out-of-office messages returned. Two reminders to participate were issued on February 25th 2011 and February 28th 2011. The survey was closed on March 3rd 2011. There were 17 valid respondents, resulting in a response rate of 85%.

Analysis

The external evaluator collected and collated the data from the surveys and conducted a descriptive statistical analysis to calculate mean values.

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Measures of percentage agreement were also calculated. Percentage agreement indicates the number of respondents who indicated "Agree" and "Strongly Agree" to a particular survey item, expressed as a percentage of the total number of respondents. In this case the approach, for equivalence, was also extended to the knowledge and confidence dimensions as they were measured on the scale 5 = High and 1 = Low.

The comparative results are displayed graphically below. All data is based on N =20 for the pre-workshop survey and N =17 for the post-workshop survey. The survey item wording can be found in Appendix 2 Evaluation Report.

Analysis of response: mean values

Knowledge Domain
Mean Values

5 = High, 1 = Low

Survey item number	1	2	3	4	5	6	7
Pre	2.70	2.90	3.20	3.15	2.90	3.35	3.20
Post	3.82	4.00	3.82	4.12	4.12	4.06	4.12
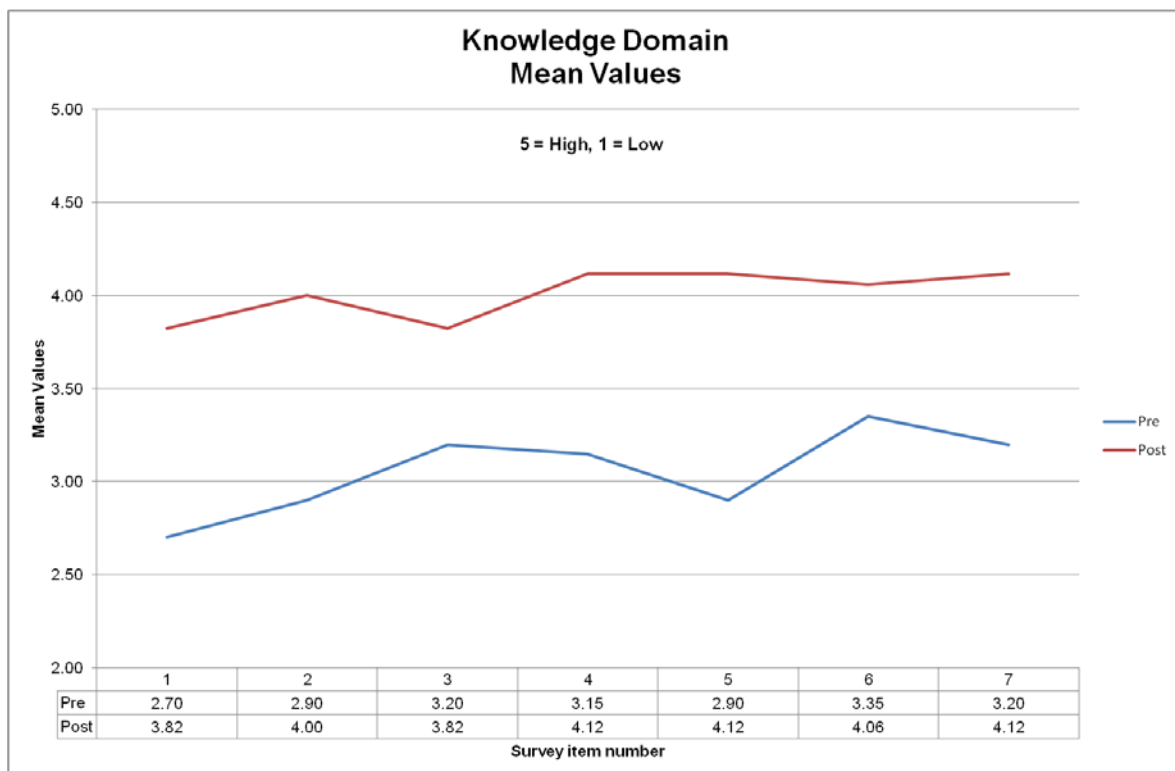
All seven knowledge items showed an increase, ranging from +0.62 to +1.22 variance.

Confidence Domain
Mean Values

5 = High, 1 = Low

	1	2	3	4	5	6	7
Pre	3.05	3.10	3.10	3.15	3.40	3.55	3.25
Post	3.88	4.00	3.76	3.88	4.12	3.88	3.82

Survey item number
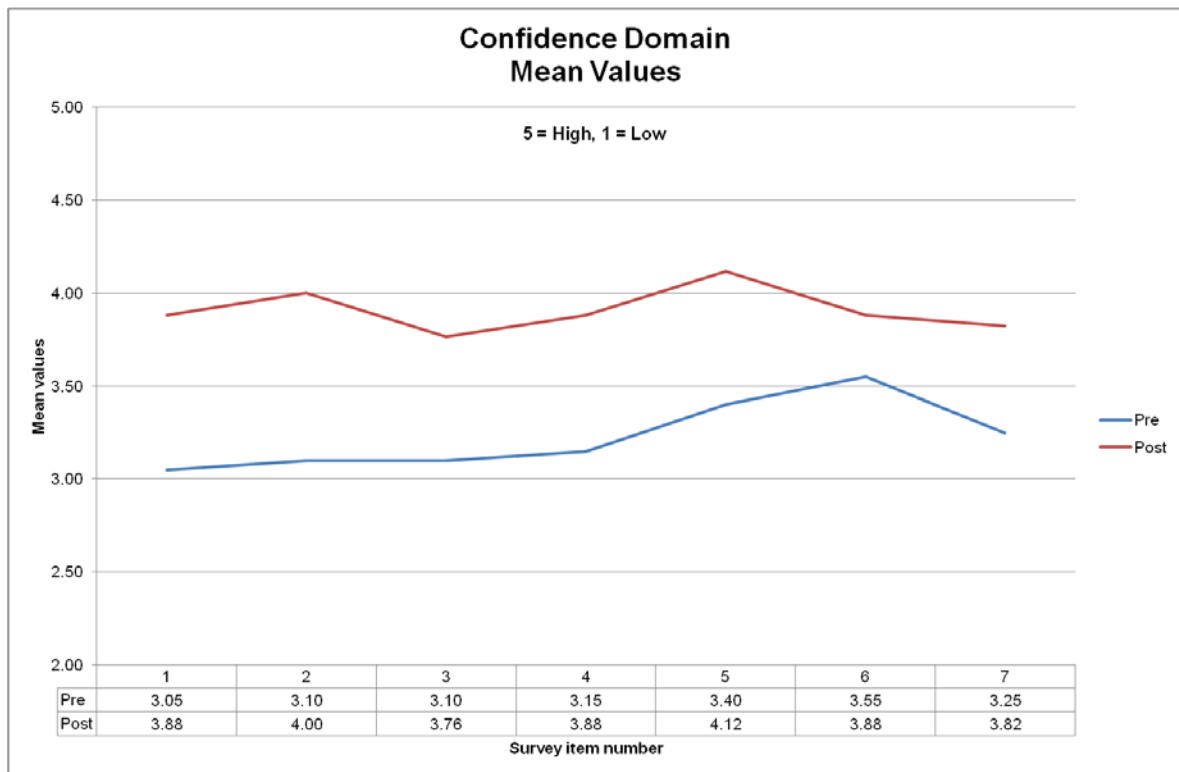
All seven confidence items showed an increase, ranging from +0.33 to +0.90 variance.

Attitudes Domain
Mean Values

5 = High, 1 = Low

	1	2	3	4	5	6	7	8	9	10	11
Pre		4.35	4.00	4.20	3.90	4.50	4.00	3.95	3.58	4.00	3.65
Post		4.71	4.35	4.29	4.18	4.59	3.94	4.18	3.71	4.53	4.12
Pre (reverse coded)	2.65										
Post (reverse coded)	2.35										

Survey item number
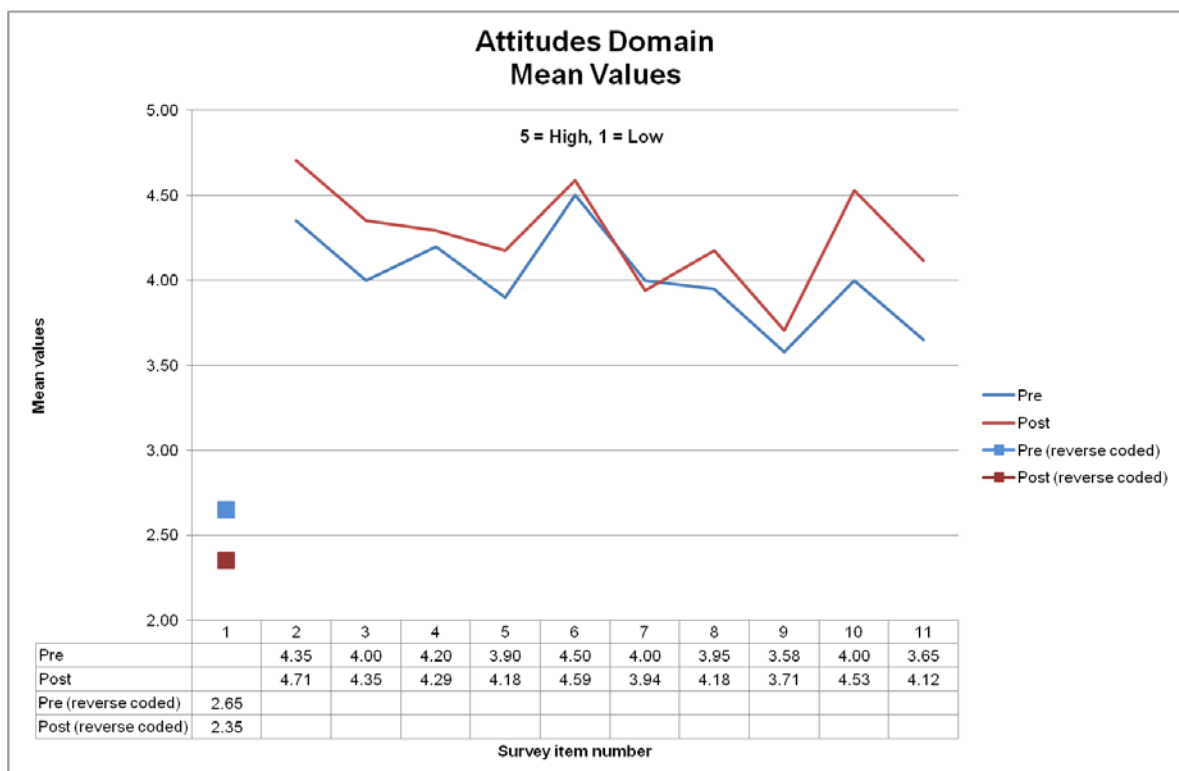
NB Item 1 in the Attitudes Domain is *reverse coded.*
Of the eleven attitudes items, ten showed an increase, ranging from +0.09 to +0.53 variance. One item showed a decrease, -0.06 variance.

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Practices Domain Mean Values

5 = High, 1 = Low

	1	2	3	4	5	6	7	8	9	10	11
Pre	4.05	3.95	3.60	3.90	3.85	3.45	4.00	3.55	4.00	4.35	3.80
Post	4.29	4.18	4.24	4.06	3.88	3.76	4.12	3.94	4.29	4.06	3.88

Survey item number
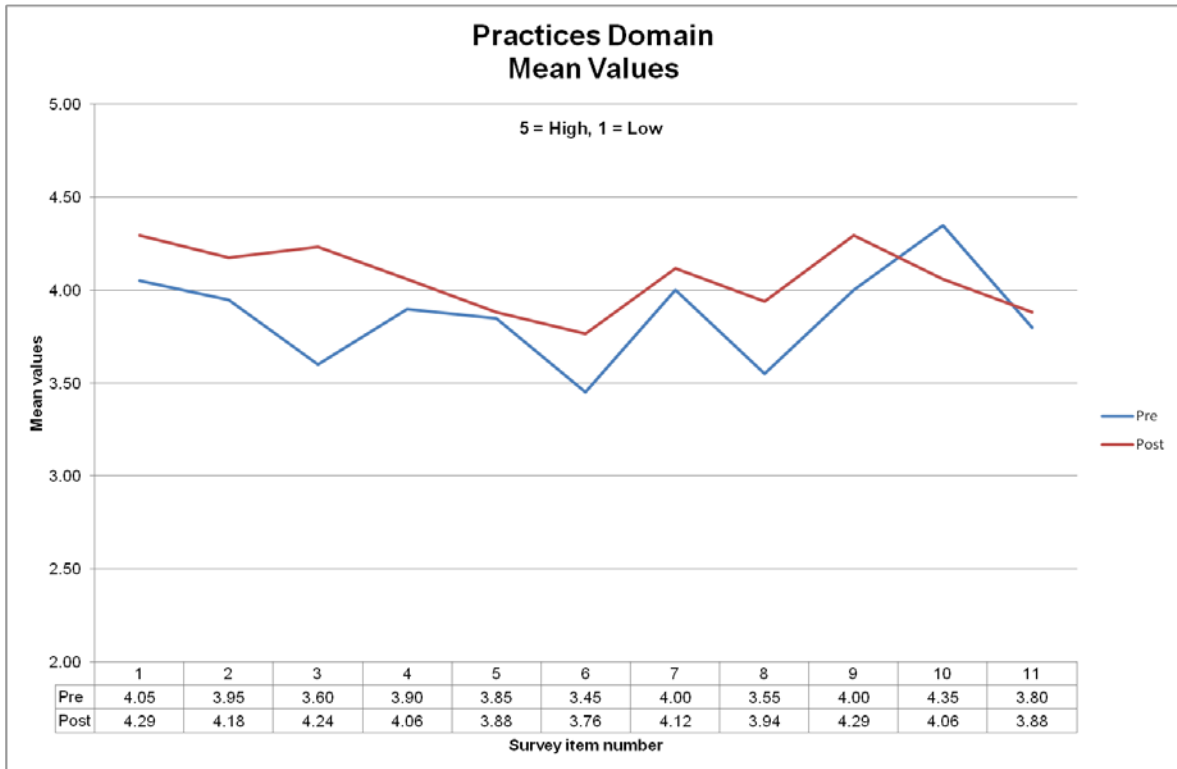
Of the eleven attitudes items, ten showed an increase, ranging from +0.03 to +0.64 variance. One item showed a decrease, -0.29 variance.

Analysis by percentage agreement

Knowledge Domain Percentage Agreement Values

	1	2	3	4	5	6	7
Pre	30%	35%	30%	35%	20%	45%	40%
Post	82%	88%	65%	88%	94%	82%	88%

Survey item number

All seven knowledge items showed an increase, ranging from +35% to +74% variance.

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Confidence Domain
Percentage Agreement Values

	1	2	3	4	5	6	7
Pre	40%	45%	40%	40%	45%	55%	45%
Post	76%	88%	65%	76%	76%	71%	65%

Survey item number
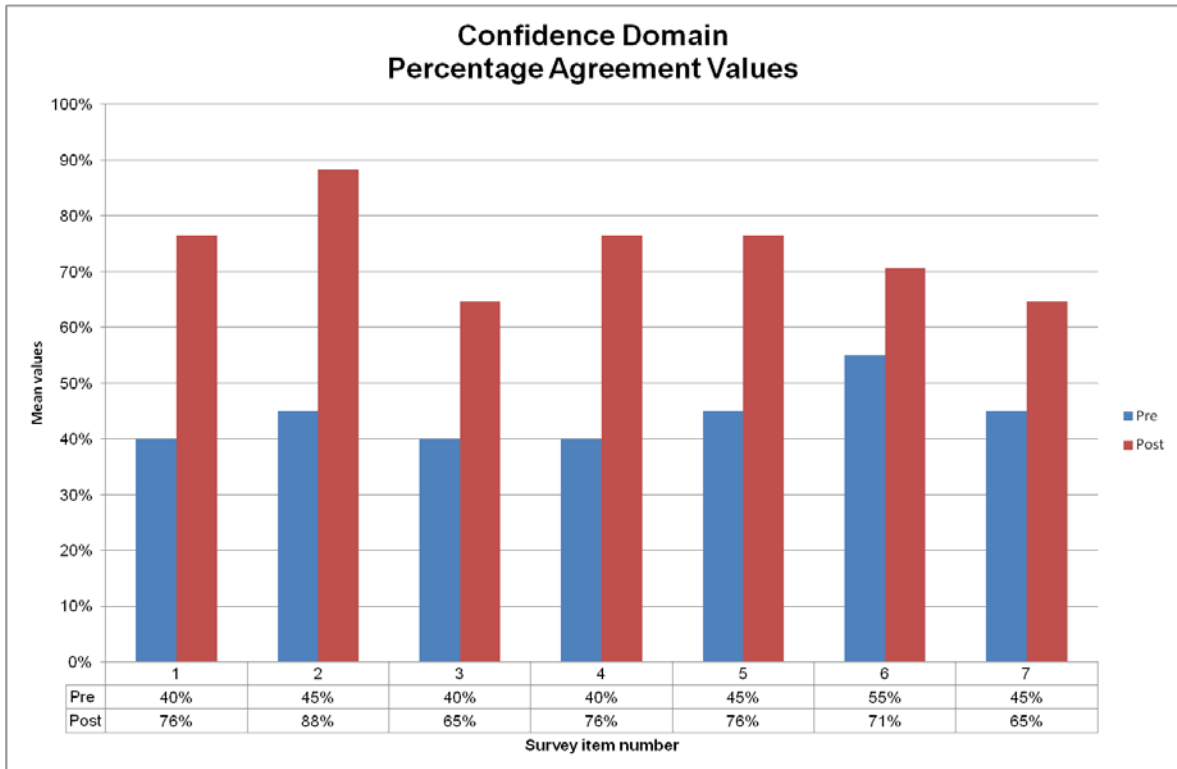
All seven confidence items showed an increase, ranging from +16% to +43% variance.

Attitudes Domain
Percentage Agreement Values

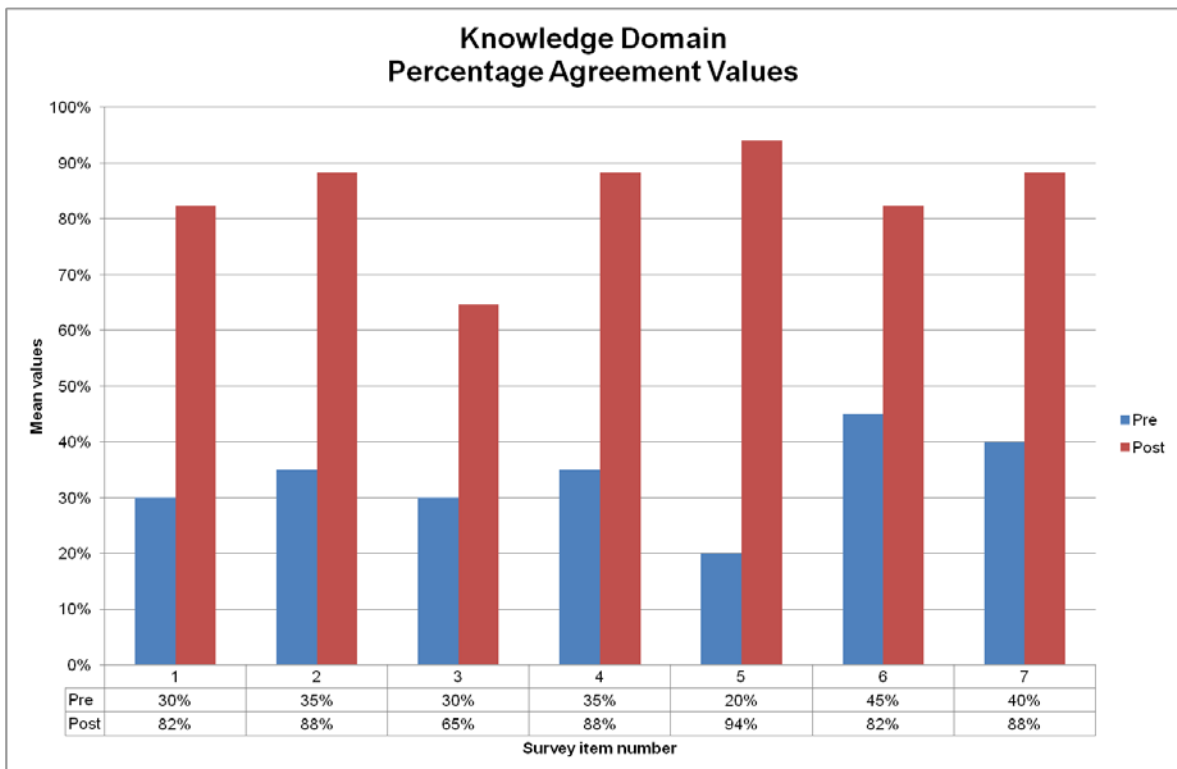|	1	2	3	4	5	6	7	8	9	10	11
Pre		95%	85%	95%	75%	100%	80%	70%	58%	75%	60%
Post		100%	94%	94%	82%	100%	71%	94%	53%	100%	88%
Pre (reverse coded)	20%										
Post (reverse coded)	18%										

Survey item number
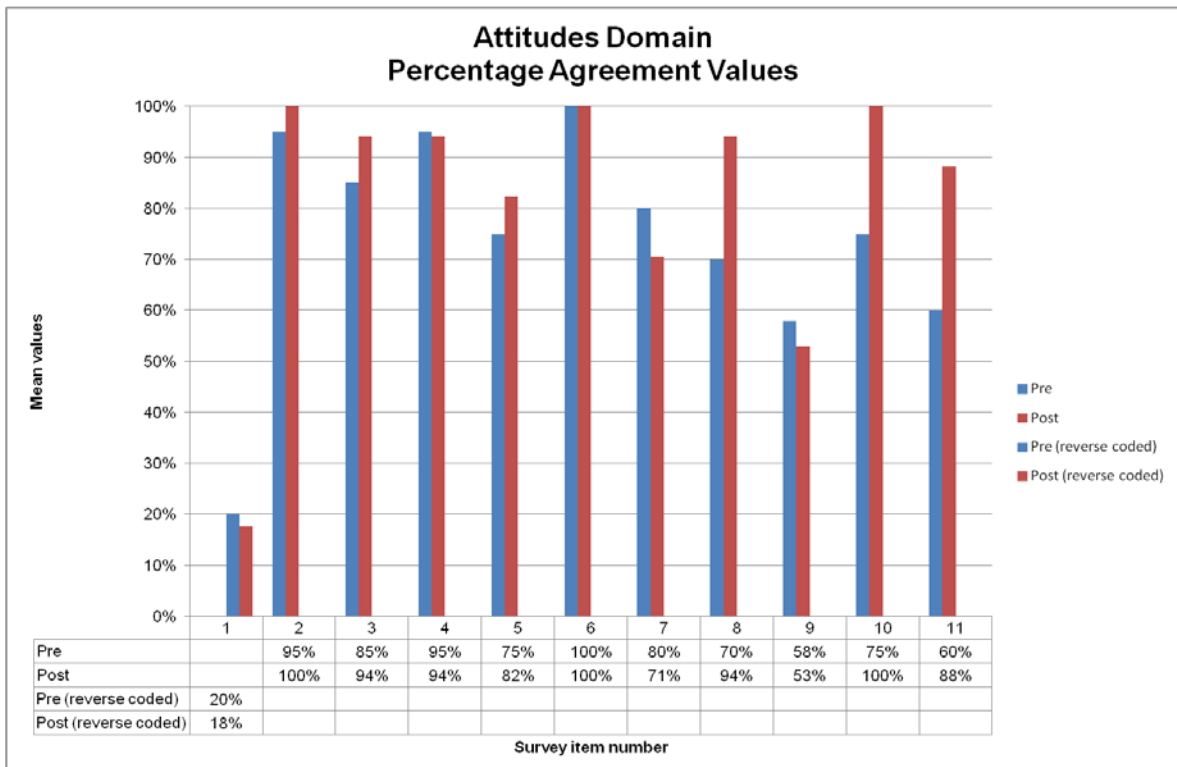
NB Item 1 in the Attitudes Domain is *reverse coded.* Of the seven attitudes items, seven showed an increase, ranging from +5% to +28% variance. One item remained unchanged, three showed a decrease, ranging from -1% to -9% variance.

Practices Domain
Percentage Agreement Values

Survey item number	1	2	3	4	5	6	7	8	9	10	11
Pre	75%	75%	60%	75%	75%	50%	80%	55%	80%	80%	65%
Post	100%	82%	82%	76%	65%	71%	82%	71%	82%	76%	76%
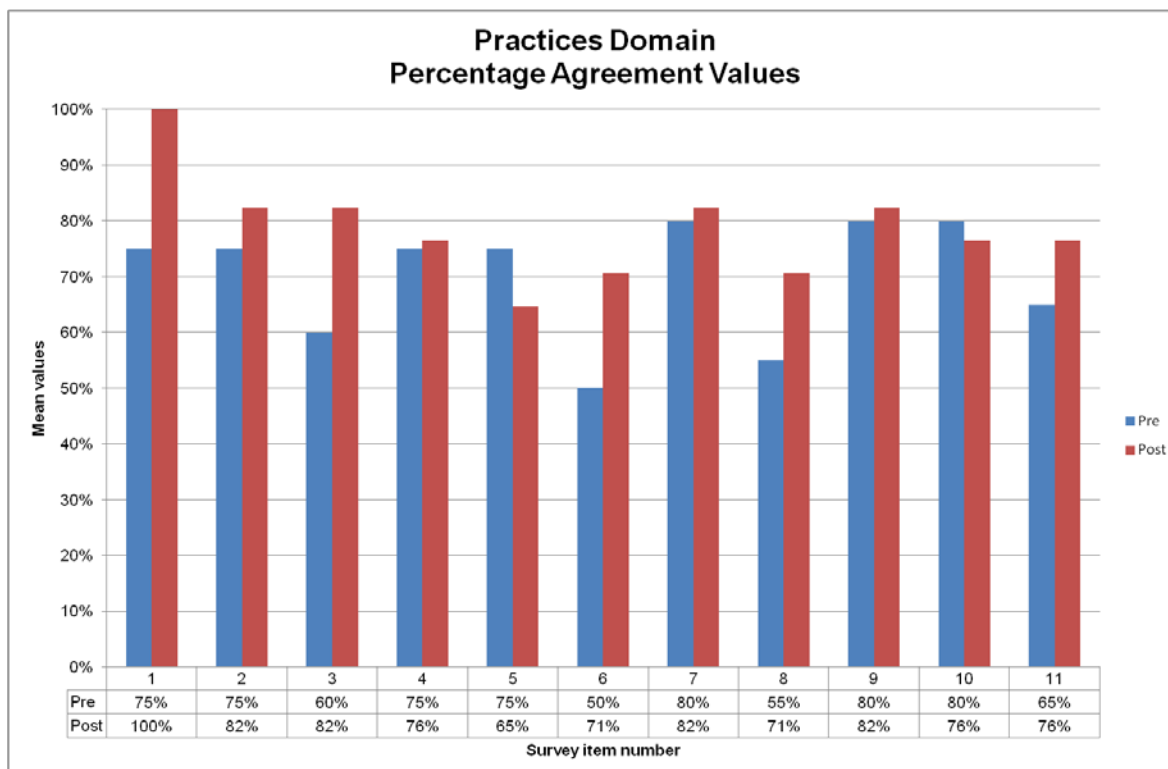
Of the eleven attitudes items, nine showed an increase, ranging from +2% to +25% variance. Two items showed a decrease, -4% and -10% variance.

The summary data and the de-identified original qualitative and quantitative data were shared with the Fellow for the purpose of formative evaluation of the workshop.
This evidence is applicable to values A, B and C in section 6.5: FINDINGS below.

6.4.2 Expert Testimony – semi-structure, face-to-face interview

Selection

Milton Cox has 30 years experience of development, leadership and delivery in Faculty Learning Communities (FLCs). FLCs are a structured approach to developing learning communities amongst academic staff in a university environment. Although by contrast, CoPs are organic, self-directed and self-prescriptive the goals of the Fellowship are the similar to those of the work of Milton Cox, i.e. encouraging the development of communities of learning that incorporate staff who are located in teaching and learning in higher education. The lessons that he has learned are transferable to the Fellowship aim of "revitalising learning and teaching through communities of practice". As such, Milton Cox is an ideal informant for the process of evaluation of the Fellowship. His expertise in a similar, related but independent field puts him in a position to provide credible evidence on the strengths and weaknesses of the Fellowship.

Data collection strategy

No theoretical frame chosen to analyse the responses; interpretation of the external evaluator acting in the role of independent, (hypothetical) omniscient observer who attempts to discern an objective reality by adopting a level of disinterest in the conduct and content of the interview.

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Interview questions were formulated based on concepts and characteristics found in Stuckey and Smith (2006) and Rixon et al (2006).

Conducting the face to face interview

The complete interview was conducted face to face in two parts on 24.02.2011 and 18.03.2011 at a time agreed by the interviewer and the interviewee. The second interview was undertaken using an electronic audio visual medium via the Wold Wide Web. The interviews ran to 42 minutes and 77 minutes respectively. Audio recordings were made. The interviews were conducted by the external evaluator.

Analysis

The essential findings from the interview are presented in a table as a series of single responses on a Likert-type scale. The rating on the scale is the external evaluator's interpretation of the interview content. See Table N – Evaluation report

6.4.3 Expert Testimony – Review of facilitator workshop

Sampling

Data collection strategy

Conducting the face to face interview

Analysis

Etienne Wenger is the recognised worldwide expert on communities of practice. There is no greater authority on this topic. To be able to command his time to secure an assessment of a key aspect of the Fellowship is testament to the reputation that Associate Professor McDonald has in this field. Such an opportunity has consequences. Feedback from this expert will invariably be made by reference to the highest standards. Furthermore seeking to interpret, condense and present that assessment feedback in an external evaluation is challenging Yet it is important to find a means to convey this feedback in a convenient form as it provides crucial evidence.

The approach that will be taken here is therefore by necessity unfortunately reductionist. The essence of Wenger's report is presented in a table as a series of single responses on a Likert-type scale prefaced by and postscripted by direct quotations from the feedback. The rating on the scale is the external evaluator's interpretation of the text. See Table N below. Preface quote:
"We have reviewed the workshop material through the theoretical lens of social learning. We have also used the practical lens of the following community design principles, …[A]… which we have developed and used in our own design and delivery of workshops for leaders of communities of practice:

1.	Bringing in the voice of practice: Is participants' practice a key resource in the curriculum, in both shaping the agenda and providing input?
2.	Taking the learning agenda forward: In what ways are participants pushing their thinking and practice? Where do they find the resources they need? Are they going to be able to work on their issues and concerns and continue the process when the workshop is over?
3.	Shaking the mix: To what extent were people stretched in their comfort zone through new ways of doing or looking at things?
4.	Creating a shared memory: Is a shared memory of the knowledge created during the workshop that can be archived or used as a resource in the future?
5.	Engaging in critical reflection: Is there an ongoing cycle of collective reflection throughout the workshop enabling participants and workshop presenters to make adjustments to the process?"

Table N: Summary of Expert Testimony

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
[A]Agenda structure: three elements of communities of practice	☑	☐	☐	☐	☐
1. "Learning by doing"	☐	☑	☐	☐	☐
2. "Pushing the practice forward"	☐	☑	☐	☐	☐
3. "Going beyond the comfort zone of structured activities"	☐	☐	☑	☐	☐
4. "Use of technology: creating a collective memory"	☐	☐	☑	☐	☐
5. "Reflection and feedback"	☐	☑	☐	☐	☐

Postscript quote
"The workshop was very well designed to convey the knowledge and experience of the facilitators. It was also extremely well received by participants according to their feedback. So our suggestions for improvement should be taken more as possibilities than recommendations. The theme of this review is to leverage every opportunity to make the experience of the workshop itself part of the curriculum by making more explicit use of the workshop structure as a pedagogical device and by striving toward a closer approximation of the learning of a community of practice."

This evidence is directly applicable to value A and indirectly to value B, in section 6.5: FINDINGS below.

6.4.4 Wheel of influence

The data that would be used in a Wheel of Influence graphic is simple in nature. It consists of a list of impactees (usually individuals but not exclusive; it can also be groups, organisations and so on), some indication of evidence that they exist, e.g. a valid email address, and a categorisation scheme.

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A cost/benefit decision was taken by the Fellow not to compile the necessary data that would to support its presentation in a wheel of influence. This departure from the original brief is of no concern. Sufficient other data has been collected. The reason for not omitting this section from the report is as follows. The Fellow had been encouraged to collect this type of data and has provided examples of it. If the data were to be compiled it would present a compelling picture of both the breadth and depth of the impact of the Fellowship.

Here are three examples from many others that support this view:

1. In Appendix 5.1 under Stage 2 Activities there is a deliverable (Evaluation and dissemination) "Submit paper to HERDSA 2011 conference". The presentation session of this paper was attended by 36 individuals, exceeding the number of seats available.

2. In August 2011 Associate Professor Jacquie McDonald was the special guest at the Communities of Practice launch at CQUniversity. She worked with their CoP Champions as a part of her 2010 Teaching Fellowship activities. The launch was an opportunity to learn from her experience. She provided a workshop for the CoP Facilitators/Champions. There were 23 individuals captured in the image included in the media release from CQUniversity. A YouTube video of CQUniversity CoP Champions entitled "CQUniversity Communities of Practice" (http://www.youtube.com/watch?v=e1JOdYieCAs&feature=player_embedded) has been created with the potential to reach a worldwide audience.

3. In November 2011 Associate Professor Jacquie McDonald gave a presentation "Establishing and Sustaining Communities of Practice" at Griffith University as part of the university's "Celebrating Excellence in Teaching Week".

From the above it can be seen that the Fellowship has reached 59 individuals directly, two universities and indirectly one professional association in the teaching and learning space. Since this represents a fraction of the data that is in existence it is legitimate to state that the Fellowship has achieved a high level of participation outputs.
Such evidence would be applicable to value 6.5.1 in section 6.5: FINDINGS below.

6.4.5 Pro-forma

The Fellowship Evaluation Proposal identified the need to collect and analyse data on the achievement of fellowship activities. Two sources were identified, measuring achievement of deliverables and conformance to ALTC requirements for fellowship evaluation. Evidence is comprised of two separate pro-formas; the first derived from the Fellow's submission documentation "section D. Description of proposed fellowship activities and outcomes" and the second derived from the ALTC Grants Scheme "Evaluating Projects" document www.altc.edu.au/extras/altc-gsep/index.html. A summary of the evidence is provided here. For a comprehensive view of the data see Evaluation Report, Appendix 5.1 and Appendix 5.2 respectively.

1. Deliverables

The relevant ALTC document uses the term deliverable as does the generic Logic Model: Deliverables i.e. "What is produced".
Using the completed section D. document as a template, some activities that would be considered as inputs for the purposes of the external evaluation have been omitted. Furthermore, some of the items under "Evaluation and dissemination" heading are considered as deliverables for the purposes of the external evaluation.

2. Conformance

The relevant ALTC document has been condensed to its main headings, as the detail provided in the sections is addressed by the Evaluation Approach section 2.3 above.

This evidence is applicable to values 6.5.3 and 6.5.3 in section 6.5: FINDINGS below.

6.5 Findings

For the KEC … "'evaluation' is taken to mean the determination of merit, worth, or significance…" and the "determination of merit, of worth, and of significance [are the] values of evaluation.
In order to clarify what is understood by values in the evaluation context and establish appropriate and relevant values for an evaluation process, Scriven expresses this as a series of questions:

… is this the best … ? (or some other comparative/superlative) e.g. Is this the best way for CoP facilitators to become better facilitators?

… do we really need… (the Fellowship)?

… is the … (i.e. the Fellowship) really worth what it cost to fund?

For Davidson, values are derived through answering an alternative set of questions,
"On what basis will you determine whether the [Fellowship] is of high quality, valuable, and so forth? Where will you get the criteria, and how will you determine "how good is good"?"

These values therefore become the yardstick against which the Fellowship is judged. The following section deals with values in the context of the external evaluation.
The following list of values was agreed for the Fellowship. They are listed in their order of importance, with the higher level values carrying greater weight than the lower level values:

A. needs of the impacted population;
B. resource economy;
C. fidelity to alleged specs;
D. professional standards.

Further detail on the meaning and significance of these values is set out below.

Values
The following list of values was agreed for the Fellowship. They are listed in their order of importance, with the higher level values carrying greater weight than the lower level values:

A. needs of the impacted population;
B. resource economy;
C. fidelity to alleged specs;
D. professional standards.

Further detail on the meaning and significance of these values is set out below.

6.5.1 Needs of the impacted population

Scriven … that a needs assessment will illuminate what the needs of the impacted population are. He distinguishes between, but does not define, performance needs and treatment needs. Davidson assists here. A performance need is "a state of existence or level of performance that is required for satisfactory functioning … a 'need to do' something, a 'need to be' something or a 'need to be able to do something'." An instrumental need is "the product, tool or intervention that is required to address the performance need".
Both categories are applicable to the Fellowship.
The measurement of this value was to be based upon changes in:

- knowledge (amongst participants);
- resources (deliverables);
- skill set (amongst participants).

The data collected from the survey indicates an increase in knowledge and skills. The data collected from expert testimony indicates improved skills. Resources have been created that will assist new impactees and continue to assist existing impactees.

Table N

Oxford Brookes University, Oxford Centre for Staff and Learning Development
http://www.brookes.ac.uk/services/ocsld/online/benefits_challenges/index.html
Webinar (one day equivalent)   100.00 GBP

The Consultants-E, Online Training and Development Consultancy
http://www.theconsultants-e.com/training/courses/enetworks.aspx
Two-week online course (5 hours per week)   145.00 €

CPsquare - The Community of Practice on Communities of Practice
http://cpsquare.org/edu/foundations/
Online, weekly meetings over six weeks.   995.00 USD

6.5.2 Resource economy

For Scriven this value is about "how low impact is the program with respect to limited resources of money, space, time, labour, contacts, expertise and the eco-system". Davidson provides no definition.

Resource economy is about the relationship between outlay and return. Participants, in seeking to have their performance needs met, make an assessment of the cost/benefit involved of favouring one provision over another. Considerations of outlay/return and cost/benefit in this context are however non-monetary.

Measurement of this value was to be undertaken by interpretation of expert testimony and participant feedback i.e. did participants believe that "it was worth it?"

There is no shortage of positive assessment of the resource economy of the Fellowship from both participants and experts. Some alternatives for comparison are listed in Table N below. It lists the providing organisation, source of information, offering and cost. The list is correct as at 19th March 2012.

Table N

Oxford Brookes University, Oxford Centre for Staff and Learning Development
http://www.brookes.ac.uk/services/ocsld/online/benefits_challenges/index.html
Webinar (one day equivalent)   100.00 GBP

The Consultants-E, Online Training and Development Consultancy
http://www.theconsultants-e.com/training/courses/enetworks.aspx
Two-week online course (5 hours per week)   145.00 €

CPsquare - The Community of Practice on Communities of Practice
http://cpsquare.org/edu/foundations/
Online, weekly meetings over six weeks.   995.00 USD

6.5.3 Fidelity to alleged specification

Scriven sees this value in terms of "authenticity," "adherence," "implementation," or "compliance". For Davidson it is the extent to which the actual program reflects what is offered to participants and consumers as a whole and what was specified in the original design.

For the measurement of this value it was seen to be necessary to list all of the deliverables from the Fellowship with criteria that are indicative of achievement of the deliverable.

The data presented in the Evaluation report Appendix N indicate the level to which plans and objectives were able to be converted to reality.

6.5.4 Professional standards

For Scriven, this means professional standards (i.e. standards set by the profession) of quality that apply to the Fellowship. Davidson emphasises the need to meet any relevant guidelines (e.g. professional association guidelines).

Measurement of this value was to be the completion of the ALTC checklist.

The data presented in Appendix N indicate the level to which the ALTC guidelines were met.

6.5.5 Afterword on values, KEC and evaluation

The ALTC guiding documentation on Evaluating Grant Projects makes reference, in section 11 Useful References, to the term "Program Logic" and Program Evaluation and to the

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checklists available via The Evaluation Center at Western Michigan University. Using the Theory of Change approach, a Logic Model and Value checkpoints is in keeping with this philosophy of evaluation.

The goal within this philosophy, theoretically, is to condense the evaluation findings to a single figure, e.g. the program, based on its logic model, achieved "9 out of 10" or the program achieved 88% of its intended outcomes. This goal is not applicable here due to factors already mentioned that differentiate a Fellowship from other forms of program. A lack of reduction to a single, overarching measure does not detract from the achievements of the Fellowship. The advantages of this type of approach however more than outweigh this shortcoming, providing opportunities for a learning journey, accompanied by an independent observer and guide. It is here that the approach adopted comes into its own by distinguishing between the *act* of evaluation and the *process* of evaluation. Referring once more to Davidson, the act of evaluation will judge something as good, bad or indifferent. It is through an evaluation process that the judgement, "How good is good?" can be made.

6.6 Concluding remarks from the evaluator

Associate Professor Jacquie McDonald is to be commended. The ALTC Fellowship documentation that had been produced as a requirement of the Fellowship was, where useful to the planning and conduct of the external evaluation, easily transferable and beneficial. This indicated a well-thought out project, mindful not only of the deliverables and impacts that it intended to create but also of a deep understanding of what was necessary for these to be achieved. Thus the Fellow was clear from the outset "*…what difference the Fellowship would make…*".

There is an adage in project management, "No project is completed on time, within budget and to its quality standards". This should be borne in mind in any reflection on this external evaluation. The intention behind the particular approach adopted by this external evaluation is not one of a deficit model so whilst it is important not to shy away from the things that were not achieved, reflect on them and on underlying causes, it is important that the lessons learned be carried forward to inform future endeavours.

The external evaluation sought to answer the question "How good is good?" The preceding pages provide an answer to that question.

The final comment should go to one of the impactees. It has been chosen judiciously.

"*Dear Jacquie,*

You are amazing. I'm dying to see the final review but truthfully the outcomes already and your presentations have been so valuable. I have our pictures up in my room.

Warm wishes"

7 Conclusion

This Teaching Fellowship '*Community, Domain, Practice: Facilitator catch cry for revitalising learning and teaching through communities of practice*' contributes to ALTC's aim to advance learning and teaching in higher education through a program of activities designed to build the capacity of Facilitators of Communities of Practice (CoPs) at the University of Southern Queensland. As CoPs operate differently from institutionalised higher education work groups the CoP Facilitator role differs from the familiar chairperson roles, the investigation of the complexity and different aspects of the role and development of resources to support the Facilitator role were the focus of the Fellowship. CoPs epitomise distributed leadership (Jones, Lefoe, Harvey & Ryland, 2012), and capacity building of leadership within CoPs contributes to this ALTC priority area.

The Teaching Fellowship activities to build the capacity of USQ CoP Facilitators included workshops, provision of resources, the establishment of a community of practice for Facilitators and ongoing interaction with the Teaching Fellow. The Fellow has engaged in round table discussions, seminars and workshops to both develop CoP Facilitator capacity and to disseminate activities to a wide audience. Web resources with links to the workshop resources, the Miami Facilitator's Handbook, workshop videos and interview audios are located at <www.usq.edu.au/cops/resources/altcfellowship>

Significant changes are continuing to occur in the ways universities are governed and managed, moving to more corporate and business-like structures, with significant flow-on in terms of academic roles, their working arrangements and staff morale. Within this context, it is recommended to cultivate CoPs as a way of creating a bottom-up, member-driven approach to engage in generative dialogue around learning and teaching practice. There are two strong themes that emerged from the Fellowship. The first is the demand for practical ideas and support for the implementation and operation of CoPs within the Higher Education context. The Fellow continues to respond to requests from across the sector to provide operational advice and support regarding CoPs. The second theme running through the Fellowship is the building of Facilitator capacity. The Facilitator role is an important, but a subtle and often challenging role. They have to be keenly attuned and responsive to member goals, while managing upwards to position the CoP for success within the broader institutional context. As noted in a workshop by Professor Cox, Facilitators have to be able to live with ambiguity, and the Facilitator's CoP established as an outcome of the Fellowship provides ongoing opportunities for the exploration and support of this role.

Further research is recommended into both the practical aspects of growing and sustaining Higher Education CoPs, and the best approach for identifying and cultivating the leadership role of CoP facilitors. The Fellow is co-project leader of an ALTC Leadership grant Leadership Project - McDonald, J., Star, C., Nagy, J., Burch, T., Cox, M. (2010-12)*, "Identifying, building and sustaining leadership capacity for communities of practice in higher education*" <www.cops.org.au/> which will address the leadership capacities, needs and potential of individuals that facilitate communities of practice.

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Appendix A - University of Southern Queensland Community of Practice Facilitators and Co-Facilitators

University of Southern Queensland CoPs	Facilitator	Co-Facilitator
Aboriginal and Torres Strait Islander Employee Network	Jessica Horner (Human Resources)	
Administration Coordinators' CoP (ACCoP)	Katrina Bidgood (Faculty of Arts)	
Associate Deans CoP	Jill Lawrence (Faculty of Arts)	
Associate Deans Research CoP	Aileen Cater-Steel (Faculty of Business and Law)	
Engineering Education Research Group (EERG)	Lyn Brodie (Faculty of Engineering and Surveying)	
USQ Facilitators CoP	Jacquie McDonald (LTS)	
Faculty of Arts CoP	Jill Lawrence (Faculty of Arts)	
Faculty of Sciences CoOP	Lorelle Burton (Faculty of Sciences)	
First Point of Call CoP	Kate Charlton (Faculty of Sciences)	
First Year Core Course Leaders CoP (FBL)	Ray Hingst (Faculty of Business and Law)	Jacquie McDonald (LTS)
First Year Experience CoP (Springfield)	Lynette Faragher (LTS)	
For Your Information CoP (FYI CoP)	Robyn Henderson, (Faculty of Education)	Karen Noble, (Education) Ron Pauley (Library)
Heads of School/Department/Discipline CoP (Heads CoP)	Mark Toleman (Faculty of Business and Law)	
Library CoP (LibCoP)	Kaye Cumming, Jenny Young (Library)	
International CoP (ICoP)	VACANT	
Learning &Teaching Research & Publication Syndicate (FoA)	Jill Lawrence (Faculty of Arts)	
Learning and Teaching Support (LTS) Academic CoP	Jacquie McDonald (LTS)	
Maths and Stats Teaching and Learning CoP (MAST)	Linda Galligan (Faculty of Sciences)	Tim Dalby (Faculty of Sciences)
Project Management CoP (PM CoP)	Fiona Margetts (University Projects)	S. Reushle, S. Rose, L. van der Laan, S. Carswell, J. Simmons, J. Crothers, J. Elsey, S. Wright, M. Parker
Research and SoLT Learning Community Program (ReSoLT)	Megan Kek (LTS)	
Research Supervision (CoP-RS)	Aileen Cater-Steel (Faculty of Business and Law)	
Staff Equity & Diversity CoP	Jan Elsley (Human Resources)	

Staff on Study CoP (SOS CoP)	Marisa Parker (University Projects)	Kym Davis, Claire Ryan, Kerry Wilkie
Student Equity CoP (SECoP)	Phillip Eastment (Student Management Division)	
Student Relationship Officers & Student Admin Officers (SASRO CoP)	Dianne Hall (Springfield)	
Tablet & Pen Enabled Technologies CoP (CoPT)	Carola Hobohm (Division of ICT)	

Community, Domain, Practice: Facilitator catch cry for revitalising learning and teaching through CoPs

Appendix B – USQ Teaching Fellowship Launch

ALTC fellowship focuses on communities of practice

A USQ academic has been awarded an Australian Learning and Teaching Council (ALTC) fellowship focused on communities of practice within higher education.

USQ Learning and Teaching Enhancement Senior Lecturer Dr Jacquie McDonald recently hosted an event for 30 attendees to mark the beginning of her 12 month ALTC fellowship, *Community, domain, practice: facilitator's catch-cry for revitalising learning and teaching through communities of practice*.

Professor Philip Candy congratulates Dr Jacquie McDonald during the fellowship launch

'CoPs (Communities of Practice) are groups of people who share a concern or passion about a topic and interact on an ongoing basis to deepen their knowledge and expertise,' Dr McDonald said.

While they are popular in the corporate world, Dr McDonald has adapted the key elements for the higher education context.

Dr McDonald and her colleague Dr Cassandra Star began the first CoP at USQ, gathering teachers from first year business courses.

'The nature of the degree meant there were teachers from many disciplines teaching the same cohort, but there was no existing mechanism to share their practice or build a learning community,' she said.

There are now 22 CoPs at USQ, allowing academics and professional staff to share resources and develop support networks. Dr McDonald believes the mentoring nature of the meetings is one of the most positive things about CoPs, giving many academics the confidence to use their ideas to apply for grants and awards.

According to Dr McDonald, CoPs are quite different from institutional meetings, as the agenda is driven from the bottom up.

'There is a time for sharing practice, a time for community building and a time for developing the domain knowledge,' she said.

'If the issue of the meeting is assessment, for example, we will have someone from within the community, or an outside expert, speak to the group.'

There is also no formal hierarchy within CoPs, explains Dr McDonald, with leadership opportunities shared between members. The first stage of her fellowship will see Dr McDonald working with facilitators of CoPs to develop their facilitator capacity through engagement in workshop activities.

'CoPs are recognised as a successful way of building and sharing a scholarly approach to enhancing learning and teaching practice,' she said.

'I'm really looking forward to the next few months as the ALTC Fellowship provides time to work closely with CoP facilitators.'

For more information on ALTC grants, awards and fellowships, please visit www.altc.edu.au

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Appendix C – Teaching Fellowship Launch

Launch: ALTC Teaching Fellowship

'Community, domain, practice: facilitator's catch-cry for revitalising learning and teaching through communities of practice'
October 7th, 2.30 – 4 pm - Council Chambers S

CoPs defined - *A group of people who share a concern or passion about a topic, and who deepen their knowledge and expertise in this area by interacting on an ongoing basis* (Etienne Wenger 1998).

USQ Community of Practice (CoPs) success - *I know I'm not alone!*

CoPs operate differently from institutionalised higher education work groups or project teams and the facilitator role differs from familiar chairperson, course or project team leader role. The importance of convenor is noted in the literature, from our experience here at USQ and from Miami University (USA) 2009 convenor interviews.

The one year ALTC Teaching Fellowship will use an action research approach to identify key aspects of the facilitator role and foster facilitator capacity building.

Activities include:

- Semi-structured interviews to identify roles, experience and critical incidents
- Documentation of critical facilitator incidents
- 'Rehearsal for Life' workshop – Ari Palani
- Digital re-enactments to allow critical analysis of the role and identification of different solutions
- Professor Milton Cox (USA) two weeks at USQ and 2 ½ days facilitator's workshop February 2011
- Introduction to CoPs one day workshop – for HERDSA members at UQ
- Facilitator's start-up handbook
- Literature review
- External advisory panel
- External evaluation (TEDI/UQ)
- Edited book – if agreed to by facilitators

Interviews and ethics forms - October times for 30 minute interview to be arranged

'Rehearsal for Life' workshop – Ari Palani

Edited book
- Book Focus – view of CoPs in different disciplines and contexts. Reflect on linkage between the concept of CoP within own discipline and think about issues of CoP from this different view. Academic Tribes and Territories. Issue of how to get people in one academic domain to talk positively, have productive outcomes

- Each facilitator to contribute a chapter

- Each chapter commented on by authors of previous and following chapter (peer reviewed)

Literature & background - *Academic Tribes and Territories*
In each academic culture there are certain academic ways of being and demonstrating that being. Becher (1989) makes the point that it helps if you think of different academic areas as 'academic tribes' which have different 'knowledge territories'. Within these territories fundamentally different questions are asked, and the ways 'arguments are generated, developed, expressed and reported' are also different (Becher 1989, p.23).

Source: Becher, T. 1989. *Academic Tribes and Territories: intellectual inquiry across the disciplines*. Society for Research in to Higher Education: Open University Press.

Becher, T., & Trowler, P. R. (2001). Academic Tribes and Territories (2nd Ed.) Buckingham: Open University Press**. Notes from PhD wiki** - excellent resource & includes notes on academic discipline, tribal aspects of academia, relationship with learning theories, aspects of community life, etc http://sites.google.com/site/andycoverdale/notes/academic-tribes-and-territories notes on 2nd edition 2001

Note: ANU introduce this concept to their students -
 https://academicskills.anu.edu.au/resources/handouts/new-academic-cultures-tribes-and-territories https://academicskills.anu.edu.au/resources/handouts/new-academic-cultures-tribes-and-territories

Teaching Fellowship Abstract: Community, Domain, Practice: Facilitator catch cry for revitalising learning and teaching through communities of practice http://www.altc.edu.au/altc-teaching-fellow-jacquie-mcdonald#fellow-bio

Communities of practice (CoPs) are cited in higher education literature and ALTC applications as a successful way of building and sharing a scholarly approach to enhancing learning and teaching practice. This fellowship builds on the applicant's CoP leadership role at the University of Southern Queensland, which initiated an institutional model for engaging academic staff in situated professional development. This role was recognised through an ALTC citation (2009) and USQ CoPs received a 2009 AUQA commendation.

Academic CoPs operate differently from institutionalised higher education work groups and the facilitator role differs from the familiar chairperson role. An action research approach will identify key aspects of the facilitator role and use USQ's multimedia capacity to create digital re-enactments to enable workshop critical analysis of the role. Facilitator capacity building will also include workshops by an international expert, Milton Cox and a facilitator's start-up handbook. Activities will build on existing collaboration with Australian academics implementing CoPs and international CoP expert Dr Etienne Wenger.

USQ CoPs profiled on AUQA's Good Practice Database: *Professional Conversations through Communities of Practice*
http://www.auqa.edu.au/gp/search/detail.php?gp_id=3175

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Appendix D - CQUniversity Communities of Practice launch

CQUniversity Communities of Practice launch – 12 August 2011
Associate Professor Jacquie McDonald was the special guest at the Communities of Practice launch held recently at CQUniversity. Jacquie worked with CQUni CoP Champions as a part of her 2010 Teaching Fellowship activities and CQUni staff participated in the 2011 February Fellowship CoP workshop at UQ.

Associate Professor Peter Reaburn, CoP Champion, says "the development of the CoPs movement is gaining a lot of momentum and from small beginnings about 12 months ago is now snowballing across most CQUniversity campuses. It's about sharing a common interest in a common goal". There are currently 13 CoPs at CQUniversity

Professor Scott Bowman, (Vice-Chancellor), PVC (L&T) Rob Reed, CoP Champions and Jacquie McDonald at CQUni launch celebratory lunch, 12 August 2011

The launch was a chance for the CoPs and their CQUniversity colleagues to learn from Jacquie's experience and understand how a CoP is different from other academic meetings. Jacquie's workshop with the CQUni CoP Facilitators/Champions discussed ideas around:

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- Success factors – why do some CoPs work well and others not so well

- Outcomes from USQ CoPs - the tangible and intangible and keeping senior management happy with intangibles!

- How to get engagement from senior management in CoPs

- Multi-campus CoPs

Plans to organise a video link-up between University of Southern Queensland (USQ) and CQUni CoP Facilitators are progressing, and a joint research proposal submitted to CQUni CoP Learning and Teaching Committee.

Appendix E – University of Southern Queensland two and a half day Facilitator workshop agenda

Designing, Implementing and Facilitating Communities of Practice: Australian Learning and Teaching Council Workshop

Professor Milton Cox – Miami University (USA)

Associate Professor Jacquie McDonald – University of Southern Queensland

February 16 - Burke and Wills Downs Room – 4.30- 9.30

February 17 & 18, 8.30-5.00 -USQ venue S211-12

Wednesday February 16 - Burke and Wills - *Downs Room* – 4.30 - 9.30

4:30pm – Registration, Reception, & CoP Home-Finding Activity
     Tea and coffee on arrival
4:40pm *please arrive no later than 4:40pm*

5:00pm– Dinner & Opening Session – go to CoP tables after finding home location
9:30pm
   Pre and during dinner: dinner served at 6pm
     Getting acquainted with your Workshop Home CoP colleagues
     Reviewing the Welcome Packet
     Selecting CoP name, motto, logo, and member roles; see assignments

   Workshop Facilitators' Welcome
     Milt Cox, Miami University (USA)
     Jacquie McDonald (USQ)

   ALTC Teaching Fellowship Reference Group:
     Prof Geoffrey Crisp (U Adelaide); A/Prof Judy Nagy (Deakin); A/Prof Michele
     Scoufis (U Sydney); Dr Cassandra Star (Flinders)

Home CoP Introductions by Home CoP Facilitators

   Workshop Overview

     Communities of Practice, Faculty Learning Communities, and Our Workshop: A Blueprint for Success – Milton Cox

     The Schedule, the Assignments, and the Jigsaw process for Design Groups
      Jacquie McDonald

     Short Tour through the *Handbook* and the folder materials
      Milton and Jacquie

     Homework for tomorrow!

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Thursday February 17 - S211-12

8:30am   Home CoP Liaison's Meeting with Workshop Facilitators
                In USQ S211-12

8.30-8.50   Arrival at S211-12 – sit at your Home CoP table – coffee/tea

8.50-9.00   Welcome, acknowledge Traditional Custodians

9:00 am-   Plenary:
10:30am   *Faculty/Staff, Community, Learning, and SoTL: A Bridge to Opportunity and Change* - Milton Cox

10:30am-   Morning Tea
10:45am

10:45am-   Session 1 Design Groups
11:30am

11:30am-   Home CoP/FLC debriefing of Session 1
12:15pm

12:15pm-   Lunch in S211-12 seated in Home Communities
1:00pm

1:00pm-   Session 2 Design Groups
1:45pm

1:45pm   Home CoP debriefing of Session 2
2:45pm

2:45pm-   Afternoon Tea
3:00pm

3:00pm-   Planning time for design and implementation of CoPs for back on campus
5:00pm   CoP campus and individual teams
                    Workshop facilitators will consult as requested

Homework for tomorrow!

Bring your laptops and memory sticks for describing your CoP Design

Friday February 18 - S211-12

8:30 am   Home CoP Liaison's Meeting with Workshop Facilitators at USQ S211-12

9:00am   Home CoP meeting: Touching base and planning for today sit at your Home
9.15am   CoP table – coffee/tea

9:15am-   Plenary: *Forming – Storming – Norming – Performing – Adjourning:*
Facilitating
10:45am   *Effective CoPs/FLCs*
                Milton and Jacquie

10:45am-   Morning Tea

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11:00am

11:00am-   Session 3 Design Groups
11:45am

11:45am-   Lunch and Debriefing of Session 3 in Home CoPs
12:30pm   in S211-12

12:30pm-   Planning time for design and implementation of CoPs back at home campus
 1:30pm   Preparation of slides for afternoon presentations
                    Workshop facilitators will consult as requested

1:30pm   Slides on memory stick handed to Workshop Facilitators for campus team
                and individual presentations

1:30pm-   Part 1 of Campus Team and Individual Presentations
2:30pm

2:30pm-   Scavenger Hunt (and prizes!)
2:45pm

2:45pm-   Afternoon Tea
3:00pm

3:00pm-   Part 2 of Campus Team and Individual Presentations
4:00pm

4:00pm-   Writing a Letter Home and Evaluation
4:15pm

4:15pm-   Graduation Ceremony - Professor Milton Cox (Miami University, USA) and
4:45pm   Prof Janet Verbyla – USQ PVC (Learning, Teaching and Quality)

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Appendix F - Brisbane workshop invitation

Introduction to Designing, Implementing and Facilitating Communities of Practice: Australian Learning and Teaching Council Workshop

Professor Milton Cox – Miami University (USA)

Associate Professor Jacquie McDonald – University of Southern Queensland

9am – 4.30 pm, February 25, University of Queensland,

Room 219, Sir Llew Edwards Building (14), St Lucia campus

http://www.uq.edu.au/maps/index.html?menu=1&x=i.12&y=4.9&z=1&xc[]=i.12&yc[]=4.9

http://www.uq.edu.au/maps/pdf/StLuciaMap.pdf

Number of attendees limited to 50

RSVP by 14 January 2010 to
Sandy Sharman
USQ Project Officer - Communities of Practice
Ph: 074631 2917
sharman@usq.edu.au

Contact Name, institution and email address: ……………………………………………………

Community is often missing in higher education, where connections across disciplines and institutional units are overlooked. Communities of practice (CoPs) can help establish these community connections for both academic and professional staff. They also provide a way of sharing practice and building knowledge around a common practice area. The safety and support engendered in a community enable risk taking and the achievement of both individual and CoP team objectives.

This workshop will guide academic and professional staff interested in applying a structured model of CoPs through issues and examples of their design, implementation, and facilitation. After discussing the structure, examples, and the three components of the USQ CoP model, participants will consider implementation strategies, facilitation methods and which components to engage at their institutions.

Important issues include development of community, assessment of outcomes, and development of the scholarship of teaching and learning.

Participants will receive a comprehensive *Faculty Learning Community Program Director's and Facilitator's Handbook*.

This workshop is part of A/Prof Jacquie McDonald's 2010 ALTC Teaching Fellowship
http://www.altc.edu.au/altc-teaching-fellow-jacquie-mcdonald

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Introduction to Designing, Implementing and Facilitating Communities of Practice: Australian Learning and Teaching Council Workshop

Professor Milton Cox – Miami University, Oxford, Ohio USA

Associate Director, Centre for the Enhancement of Learning and Teaching

Milton D. Cox is at Miami University, Ohio, USA, where he founded and directs the annual Lilly Conference on College Teaching, now in its 30th year. He is also founder and Editor-in-Chief of the *Journal on Excellence in College Teaching* and the *Learning Communities Journal*. He facilitates the Hesburgh Award-winning Teaching Scholars Faculty Learning Community in its 31st year. Milt has been project director of state and federal grants establishing faculty learning community programs at other institutions. He has worked with over 65 institutions to develop faculty learning communities, including for example the US Central Intelligence Agency, the California State University System, and King Abdulaziz University, Saudi Arabia.

Associate Professor Jacquie McDonald – University of Southern Queensland, Australia

Learning & Teaching Designer, Learning and Teaching Support Unit, USQ

Jacquie leads the successful implementation of communities of practice at USQ, which was recognised by a 2009 AUQA commendation. Jacquie is project leader for a number of grants, including establishing learning and teaching communities of practice. Jacquie is a USQ Senior Learning and Teaching Fellow, a member of the USQ Teaching Academy, a 2009 ALTC Citation winner, and joint project leader for a 2010-12 ALTC Leadership project *Identifying, building and sustaining leadership capacity for communities of practice in higher education*. Jacquie's 2010 ALTC Teaching Fellowship is titled *Community, domain, practice: facilitator's catch-cry for revitalising learning and teaching through communities of practice.*

Appendix G - Brisbane workshop agenda

Introduction to Designing, Implementing and Facilitating Communities of Practice (CoPs)

Professor Milton Cox – Miami University (USA)

Associate Professor Jacquie McDonald – University of Southern Queensland

9am – 4.30 pm, 25 February 2011, University of Queensland

Workshop Agenda

8:45- Registration and refreshments - Room 219, Sir Llew Edwards Building (14)
9.15   Home community finding exercise: telescoping scenes to form 6 home communities based on the online survey information, institution type, and discipline and job description. Each home community is of size 6, or 7. When your community is "found," all in that community select and sit at one of the tables.

9.15   Welcome, acknowledge Traditional Custodians

9:30   Welcome and facilitator introductions; workshop overview & explanation of terms *Faculty Learning Communities (FLCs) & Communities of Practice (CoPs)*

Home community members engage in introductions at their tables, selection of a community name, drawing of an image of their home community to place in their table tent, and selection of a community spokesperson.

Briefly, each spokesperson introduces their community to workshop attendees.

10:00 Presentation: *CoPs/Faculty Learning Communities: Bridges That Effectively Connect Us to Our Colleagues, Institution, Opportunities, and Change* - Milt Cox

11:00 Presentation Break and refreshments

11:15 Design Groups and design discussion note guides explained

Each home community selects the members who will attend each the 3 design topic group. FLC component numbers from the *Handbook* are indicated below for each design group items. Each home community must send at least one member and no more than two members to each design group.

Design Group 1. *Meetings and activities* (14, 15, 16, 17): Seminars, retreats, seminar topic selection, conferences; *building community* (9); *facilitating* FLCs (5); *Technology* in support of FLCs; community college perspectives; FLCs involving academic administrators.

Design Group 2. *Administration*: FLC administrative issues: determining and *selecting FLC topics, curriculum* (1,2,3,4); *partnerships* (10,11); planning, support,

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budgets, recognition (5, 6, 7, 8, 28, 29, 30); FLCs for senior faculty.

Design Group 3. *Developing projects and the scholarship of teaching and learning (SoTL) (24); focus course*, TGI, CATs, SGIDs, *mini portfolios* (19, 22); Individual and FLC *project*s (18, 19, 20); *assessment* (25, 26, 27) to determine FLC outcomes; FLCs for early-career faculty (pre-tenure years two through five); FLCs for part-time and adjunct faculty.

11:30   Design group discussions take place at the 3 design group tables

12:15   **Working Lunch**: dine with your home community. Take your design discussion notes to share. Then experience CoP dynamics as you "role play" Community of practice planning during lunch by using the Preliminary Planning Inventory (PPI) to discuss the items and questions based on the needs of your campuses and of your possible CoPs.

Some objectives for this afternoon are to engage in CoP planning and to share your plans with the workshop members.

1:15   Return to your home communities to continue discussion of your design reports and PPI. When completed (by 1:45 at the latest), move to the next item on the agenda to start planning for your CoP or redesigning your CoP approach.

Working "alone": each campus team (those from the same institution) or individual not on a campus team begins to formulate a Preliminary Planning Inventory (PPI) about their CoPs back home.

Workshop facilitators will consult with individuals and campus teams during this planning time as requested

Note that this time includes the option of preparing a two-minute PowerPoint presentation on your laptop for sharing your plans. See the PPI for guidelines. Feel free to use logos, graphics, pictures, etc. Place your presentation on the workshop thumb drive.

2:15   Presentation: *Forming – Storming – Norming – Performing – Adjourning: Facilitating Effective CoPs/FLCs* - Milton Cox. *Implementing and Sustaining CoPs: The University of Southern Queensland model* – Jacquie McDonald

3:00   Afternoon Tea

3:10   Presentations of CoP preliminary plans by workshop members

First, campus teams present their PPIs to the workshop members. Next, individuals not on campus teams present their PPIs. Each presentation is limited time-wise to no more than two minutes. If you have items you would like to explore with the workshop members, allow time during your two minutes. PowerPoint slides are welcome.

4.10   Writing a letter home and evaluation of the workshop

4:30   Adjourn

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Appendix H - Community of Practice Start-up Considerations

Available on Fellowship web resources site -
 http://www.usq.edu.au/cops/resources/altcfellowship/facilitator-resources/initiation

Name and Focus
The CoP name should capture the „spark" that triggers CoP start-up and also articulate the focus of CoP, if it is topic based, an example is "Tablet PC CoP" or cohort, "Faculty X First Year CoP", and across institutional "Student Equity CoP". Members will provide input and final decision on CoP name at first CoP meeting.

Write the name and CoP focus

Members
List who will be your members and how they will be recruited

Champion/s and Sponsor/s

Identify potential champions and sponsors within the institutional context who will promote and protect the CoP. A champion is identified as a senior manager, such as Vice-Chancellor, Dean or Division Head, who will aggressively support the CoP by providing guidance, funds, visibility and legitimacy at a senior and strategic level. A sponsor is in a mid-level position, management position, such as an Associate Dean, and will provide operational support such as funding and administrative resources. Sponsors are more likely to request early evidence that communities are worth time, attention, and resources.

List champions and sponsors and expected involvement

Significance for members and institution
Articulate the CoPs significance at a member (personal) level and an institutional (strategic) level. You will use this information to recruit members, champions and sponsors.

Purpose
What is the purpose of the CoP? This will be determined by the „spark," opportunity and/or issue the CoP will address.

Articulate the purpose of the CoP

Planned Outcomes
Perceived „value for time" is important for members and champions/sponsors. Initial goals and planned outcomes will focus CoP start-up; however these should be decided by members at first meeting. Also plan activities that will promote CoP activities and make successes visible across the institution and to CoP stakeholders, e.g. CoP launch, media releases, seminars around outcomes, and sharing of resources.

Articulate goals and planned outcomes

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Operational and Administrative Resources

Who will be the CoP facilitator? This is usually the person with the initial „spark." However, at the first CoP, or subsequently, seek to enlist co-facilitators as part of distributed leadership and succession planning. Decide how often the CoP will meet and where? What financial and administrative support is required and where will this be sourced?

List operational items and resourcing you require to manage the CoP. For example, refreshments, recording as professional development, room bookings, video/phone conferencing, photocopying, administrative support, etc.

1. Facilitator

2. Meeting location and frequency

3. Financial requirements, e.g. refreshments, consumables

4. Administrative source and required support

5. Communication process – establishing mailing list, email, Moodle, wiki etc

6. Location and availability of CoP digital resources

Evaluation and Health Check

How will you work with members to reflect on and evaluate CoP activities and maintain a "health check" as CoP moves through different phases?

Professor Milton Cox's FLC Program Director's and FLC Facilitator's Handbook has an assessment section. The Public Health CoP Resource Kit also has evaluation processes http://www.cdc.gov/phcommunities/resourcekit/evaluate/.

Appendix I - How is a CoP different from other academic meetings? Ways of working together in the CoP

What is a Community of Practice (CoP)

Communities of practice are groups of people who share a passion for something that they know how to do and who interact regularly to learn how to do it better (Wenger 2002).

Elements of communities of practice

- *A domain* of knowledge that creates a common ground and sense of common identity
- A *community* of people who care about the domain and create the social fabric of learning
- A shared *practice* developed to become effective in the domain

Why CoPs now – informal CoPs have always existed

- **Information explosion – knowledge management focus**
- Research into professional learning, and management of professional knowledge identified much knowledge is implicit or tacit – tends to be locked away in individuals. Often specific and situated, often gained unintentionally while doing your job. Often more tacit than explicit knowledge in an organisation, often more valuable
- CoPs can share and build knowledge, make the implicit knowledge explicit.
- Newly created roles, and each working independently so not sharing knowledge useful to everyone's practice
- **Social learning theory –** people learn in social context (can provide literature)
- CoPs create a social fabric for learning - to share practice and build capacity, use each other as sounding boards, build on other's ideas, etc
- Activities will establish the identity of CoP, plus identity of members

How is it different from other meeting or committees?

Communities of Practice (CoPs) should not be confused with teams or task forces.

- Task force tied to a specific assignment, once task completed, task force disbands, usually driven by external agenda and hierarchical leadership and structure
- Value stance – many institutional meetings do not foster participation as this generates too many questions and raises issues of power and control – **CoPs are different!**
- CoPs are member driven, with a convenor to facilitate the process
- Agenda is decided by the members
- Membership voluntary
- Practical, useful outcomes and recourses – goals/focus decided by members
- Contributes to sharing, improving your practice

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At the University of Southern Queensland (USQ) I have used the CoP three elements as a framework to structure CoP sessions. Why? This structure provides time for each important element, while ensuring that members participate in a range of activities to share and build capacity. Typically a one and a half or two hour CoP would have the following components, with flexibility around the times depending on flow of discussion:

Community Building – 30 minutes
Introductory activities – 5-15.00 minutes, celebration of successes, topics of interest
Domain knowledge – 30 minutes – invited speaker from members or outside
Sharing Practice – 30 minutes –relate to domain topic, can approach member to lead

Role of CoP Co-ordinator

- Usually a member keen to progress collaborative group activities
- Work with Jacquie to start-up, to establish CoP processes then informal mentoring may continue collaborative work with LTSU, and/or another member co-ordinates
- Facilitation rather than management
- Ensuring members participate equally and have parallel leadership opportunities
- Looking outwards to scan institutional and external activities that impact on members
- Looking inwards to ensure CoP activities are driven by members

Practical Considerations

- Convenor role
- Membership – Who will join/how many?
- Workload
- Identified outcomes
- How to communicate between meetings – virtual spaces and protocols
- How often will CoP meet, how long, best times to meet
- Where to meet – physically and virtually
- Budget? Sharing refreshment during community time important
- Administrative support?
- Seek champions
- Align with institutional priorities

First meeting activities will include establishing priorities and process for annual CoP activities

Consider what activities and outcomes do you expect from your CoP participation, discuss in small groups then share and prioritise

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Available on Fellowship web resources site -
 http://www.usq.edu.au/cops/resources/altcfellowship/facilitator-resources/creation

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Appendix J - Community of Practice Agenda Template

University of Southern Queensland Community of Practice
Agenda Template

Meeting _____ (Date & time), _____ (Venue)

Welcome and Community time, food & fellowship (30 minutes)

Introductory activities:

(*Title*) _____ (5-15 minutes)

Sharing our practice:

(*Title*) _____ (30-40 minutes)

Building our domain knowledge:

(*Title & presenter*) _____ (30-40 minutes)

Next meeting: _____ (Date & time), _____ (Venue)

Resources:

Elements of communities of practice

- *A domain* of knowledge that creates a common ground and sense of common identity
- A *community* of people who care about the domain and create the social fabric of learning
- A shared *practice* developed to become effective in the domain

Typically a one and a half or two hour CoP would have the following components, with flexibility around the times depending on flow of discussion:

Community Building: 30 minutes – food and fellowship
Introductory activities: 5-15 minutes – celebration of successes, topics of interest
Domain knowledge: 30-40 minutes – invited speaker from members or outside
Sharing Practice: 30-40 minutes – relate to domain topic, members to lead and all participate

Available on Fellowship web resources site -
<www.usq.edu.au/cops/resources/altcfellowship/facilitator-resources>

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