

# **Community of practice roles to supercharge organisational learning, an ecosystems approach**

**a demo TEAL lecture,  
using Vevox and Teams**

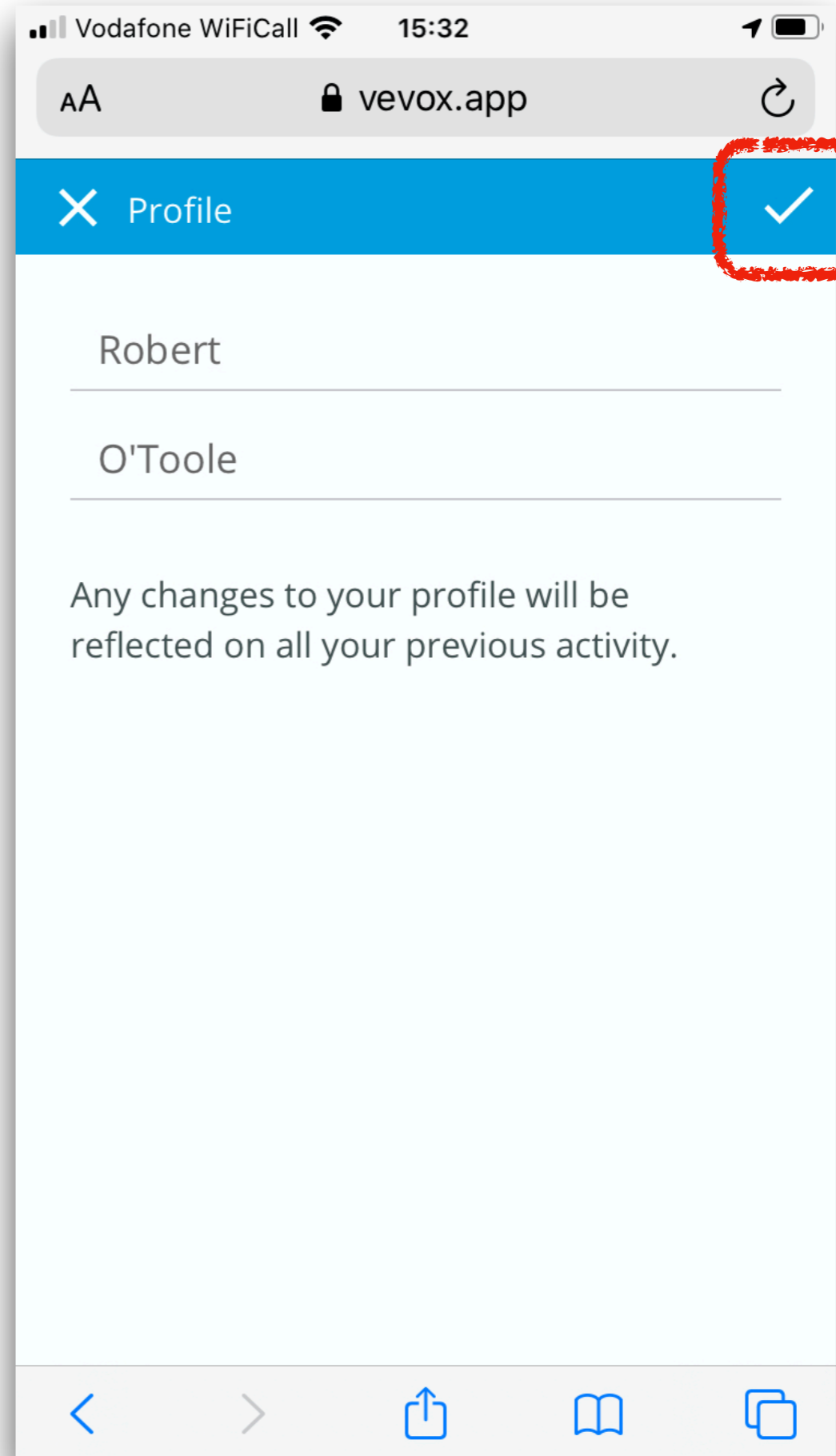
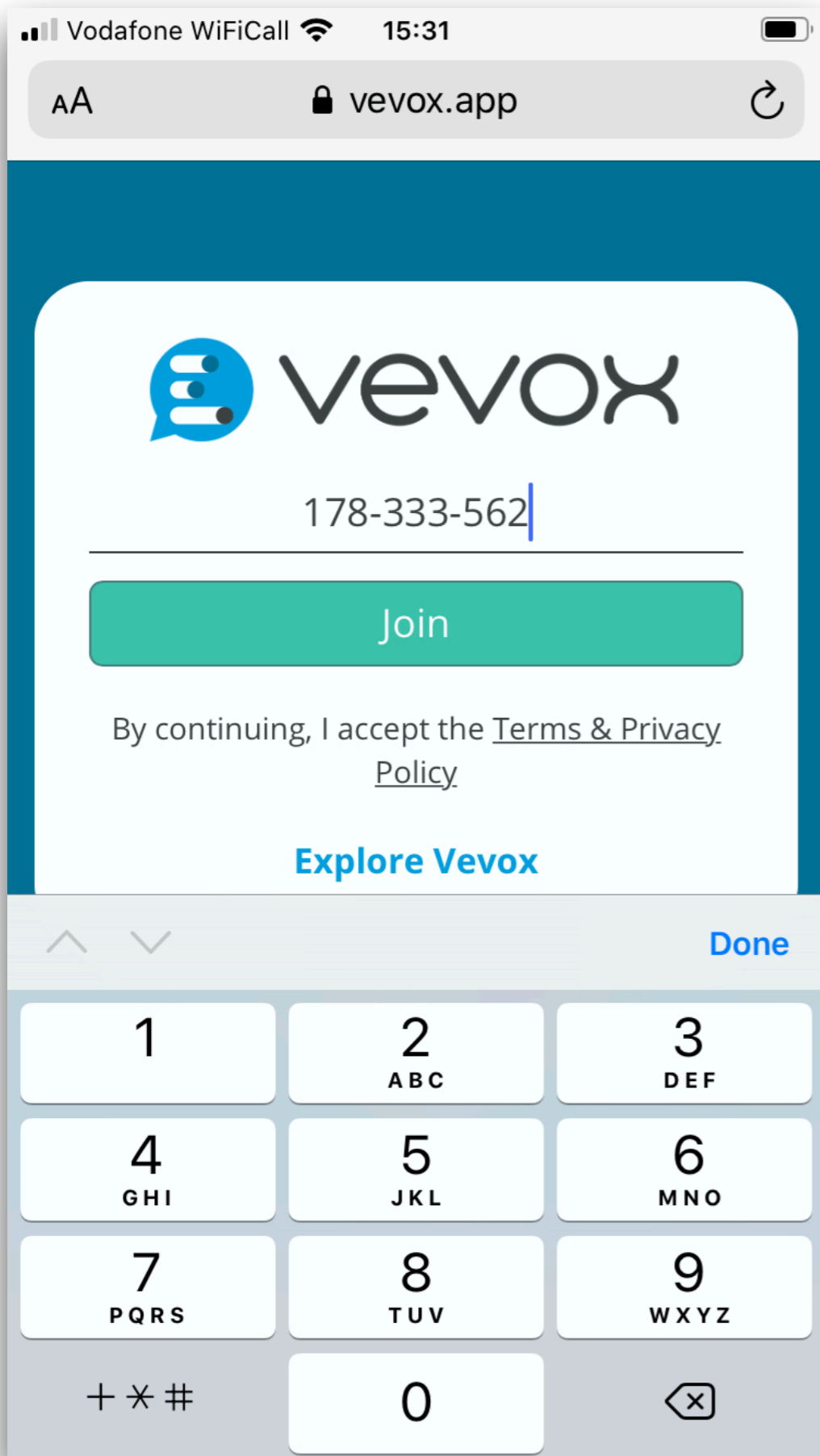
# Method 1: peer learning

This will be clunky to get started, but once your students are used to it, you can transform online and in-class learning.

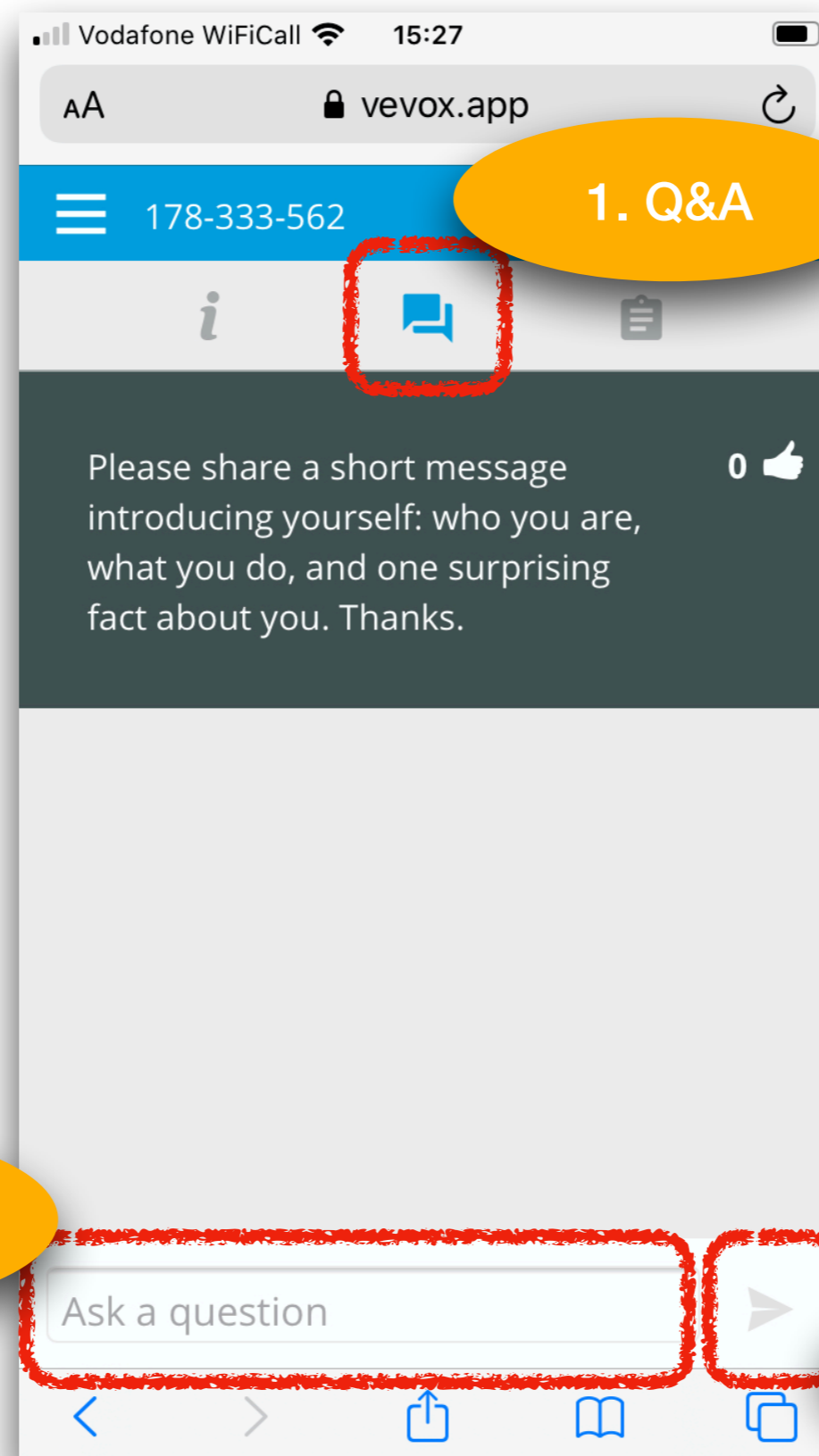
**In a web browser, could be on  
a separate device (phone,  
tablet), join this Vevox meeting:**

**<http://vevox.app>**

**178-333-562**



# Respond to the message in the Q&A channel.



1. Q&A

2. Type here

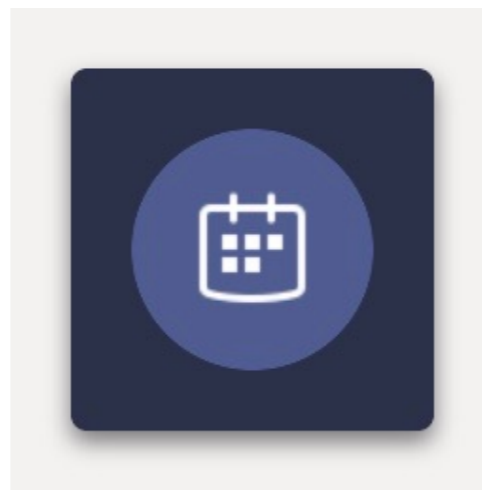
3. Press send

**Establishing your peer-  
to-peer conversation.**

**Using Teams, you can be in a meeting and doing other things, such as a one-to-one chat.**

**The video screen becomes a small moveable pop-up window. Click on it to return it to full size.**

**If you using a tablet, you can browse to Chat and remain in the meeting, which will appear as this icon. You can return to the meeting by selecting it.**



# Start a peer-to-peer discussion in Teams

The screenshot shows the Microsoft Teams application window. The top bar includes the Microsoft Teams logo, menu options (Edit, View, Window, Help), system tray icons, and the user's name (Robert O'Toole). The left sidebar contains navigation icons for Chat, Teams, Assignments, Calendar, Calls, Files, and Help. The main chat area is titled 'Chat' and shows a list of recent conversations. A red circle with the number '1' highlights the 'Chat' icon in the sidebar. The right side of the screen shows a 'New chat' dialog box with a search bar and a list of contacts. A red circle with the number '2' highlights the 'To:' field, which contains the contact 'Robert O'Toole (Guest)'. Below the search bar, there are several chat messages and a large text prompt: 'You're starting a new conversation' followed by 'Type your first message below.'. A red circle with the number '3' highlights the text input field at the bottom of the dialog box, which contains the placeholder text 'Type a new message'. Below the input field is a toolbar with various icons for adding attachments, emojis, GIFs, and other content.

Microsoft Teams Edit View Window Help

Search for or type a command

University of Warwick

1

Chat

Recent Contacts

To: RO Robert O'Toole (Guest) X

2

Pinned

Foottit, Emma 22/04  
Hi Robert, Me and Kathryn Wood...

Humphreys, Jessica, +3 13:55  
Humphreys, Jessica: Just waiti...

Hattersley, Sara 27/04  
Do you feel more rested now Uni...

Recent

New chat

WOLC leads Meeting 11:32  
Hattersley, Sara: Thanks - byeee!

Thein, Hannah 11:17  
You: 15.30?

Judges, Jim 11:06  
Rob we are in the WOLC meeting...

Woolley, Rebecca 11:06  
You: Yes.

Kelestyn, Bo 10/05  
Hi! This is to replace Bank of Ame...

End of week social 08/05  
Trimmer, Paul: It's a tough regime.

Thomas, Amber 07/05  
Ta! Over and out.

Ishaq, Saoud, +6 07/05  
Wood, Christopher: Thomas, Am...

You're starting a new conversation

Type your first message below.

3

Type a new message



**Is everyone happy and comfortable in their pairs?**

**Send a confirmation through the Vevox Q&A channel.**

**The lecture!**

# **Organisational learning:**

**improving the ability of an organisation to intelligently, efficiently, effectively respond to new challenges, based on research, previous experience and innovation;**

**by developing and using a shared knowledge base and collective practices.**

**Improving its  
knowledge base.**

**Improving how it uses its  
knowledge base.**

**Improving how it improves  
its knowledge base.**

**How?**

**We will look at 2 models  
(not necessarily exclusive)**

# Diffusion of Innovations

Everett Rogers

Producers use a common set of techniques to solve a common set of problems.

Researchers/developers discover improvements, which are released into the community, and adopted at different speeds by different people (early adopters to laggards).

A centrally-managed approach.

# Dynamic Capabilities

David Teece

Experts in the field tackle a diversity of problems, using a broad spread of knowledges, and use their own initiative to adapt to challenges, but also to seek new opportunities.

The organisation must cultivate the “microfoundations for dynamic capabilities” to ensure this happens.

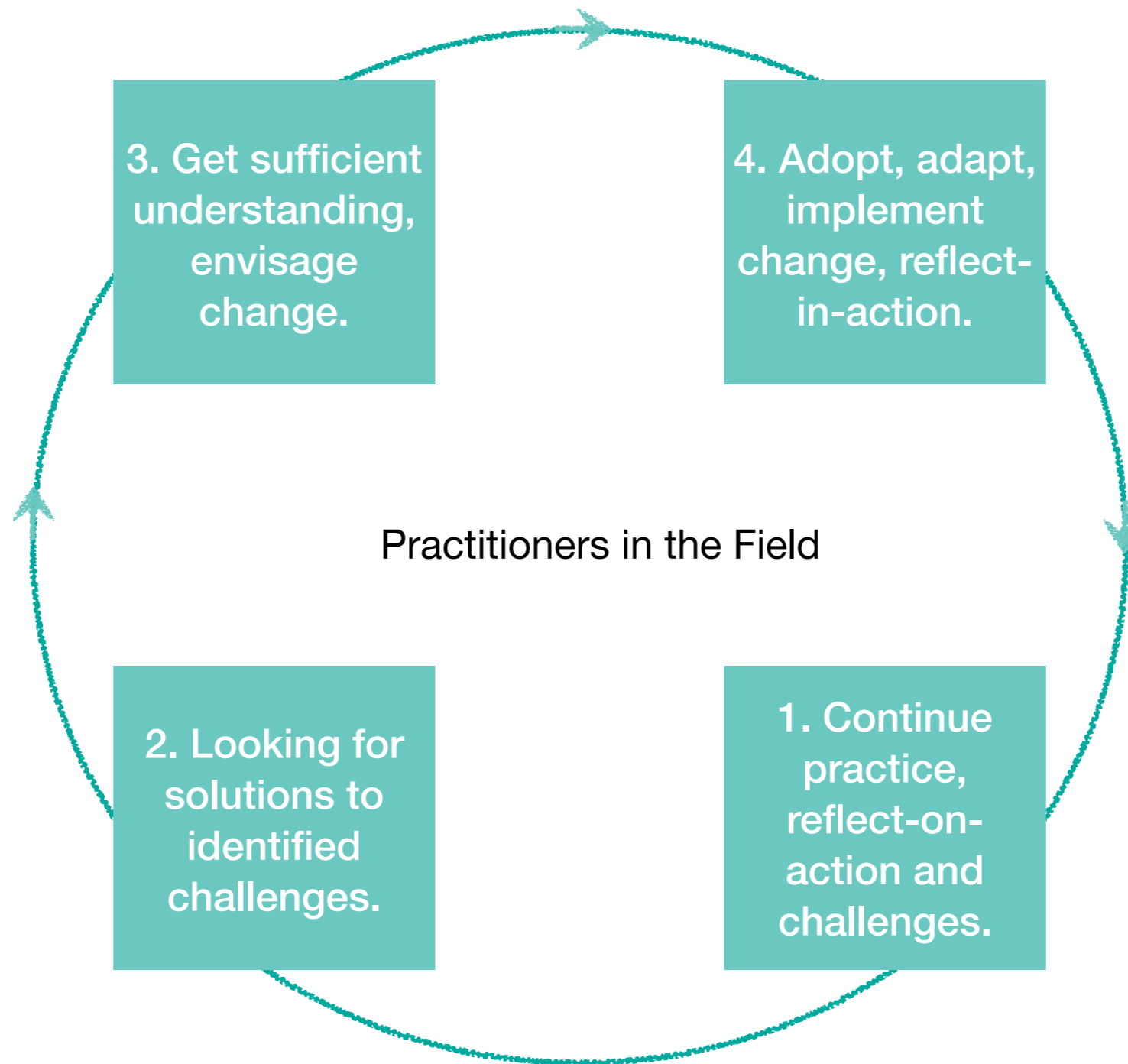
A distributed, ecosystems approach.



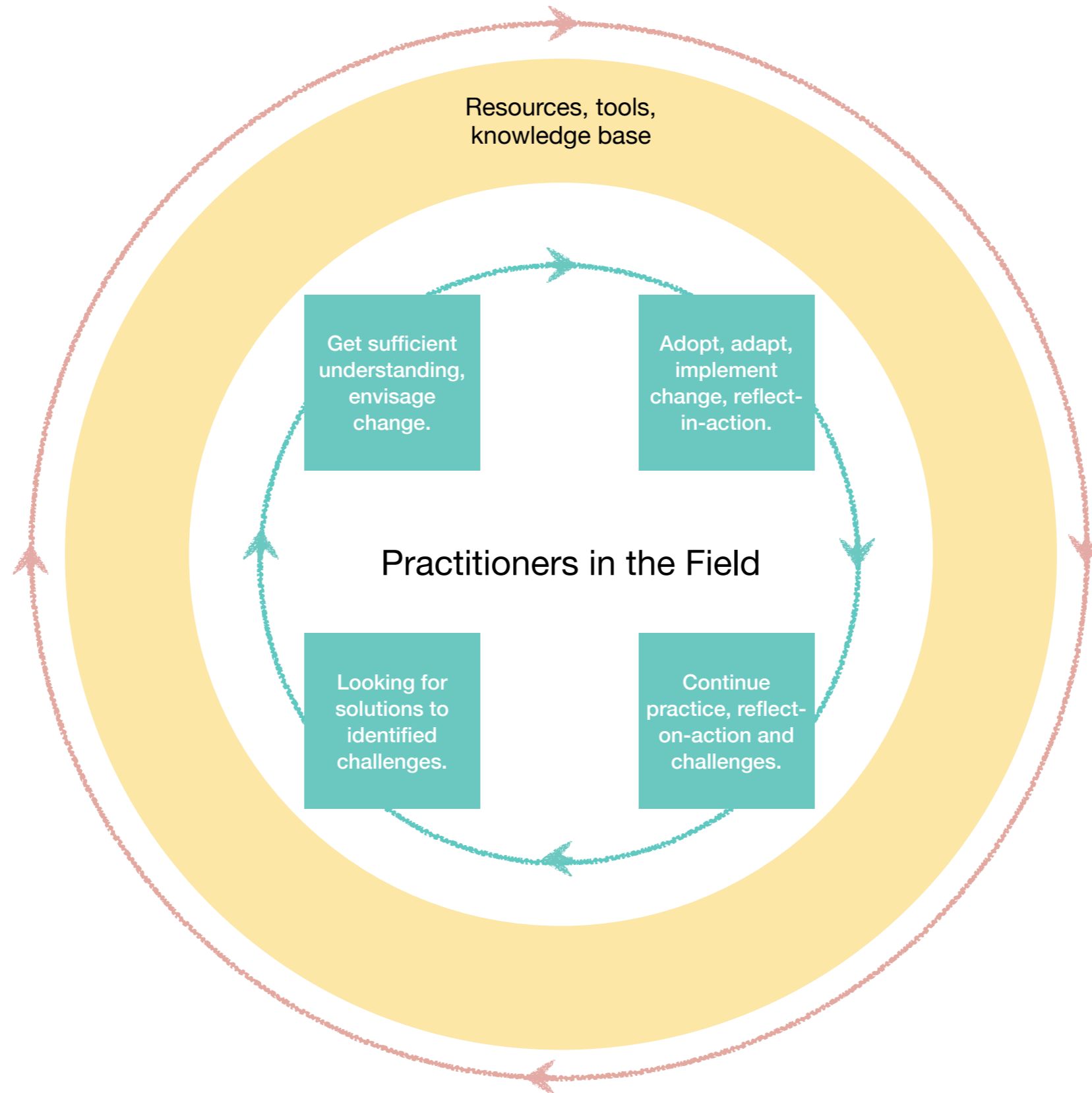
**Which organisational learning strategy is most suited to the University's academic work?**

**Discuss in pairs,  
then answer the Vevox question.**

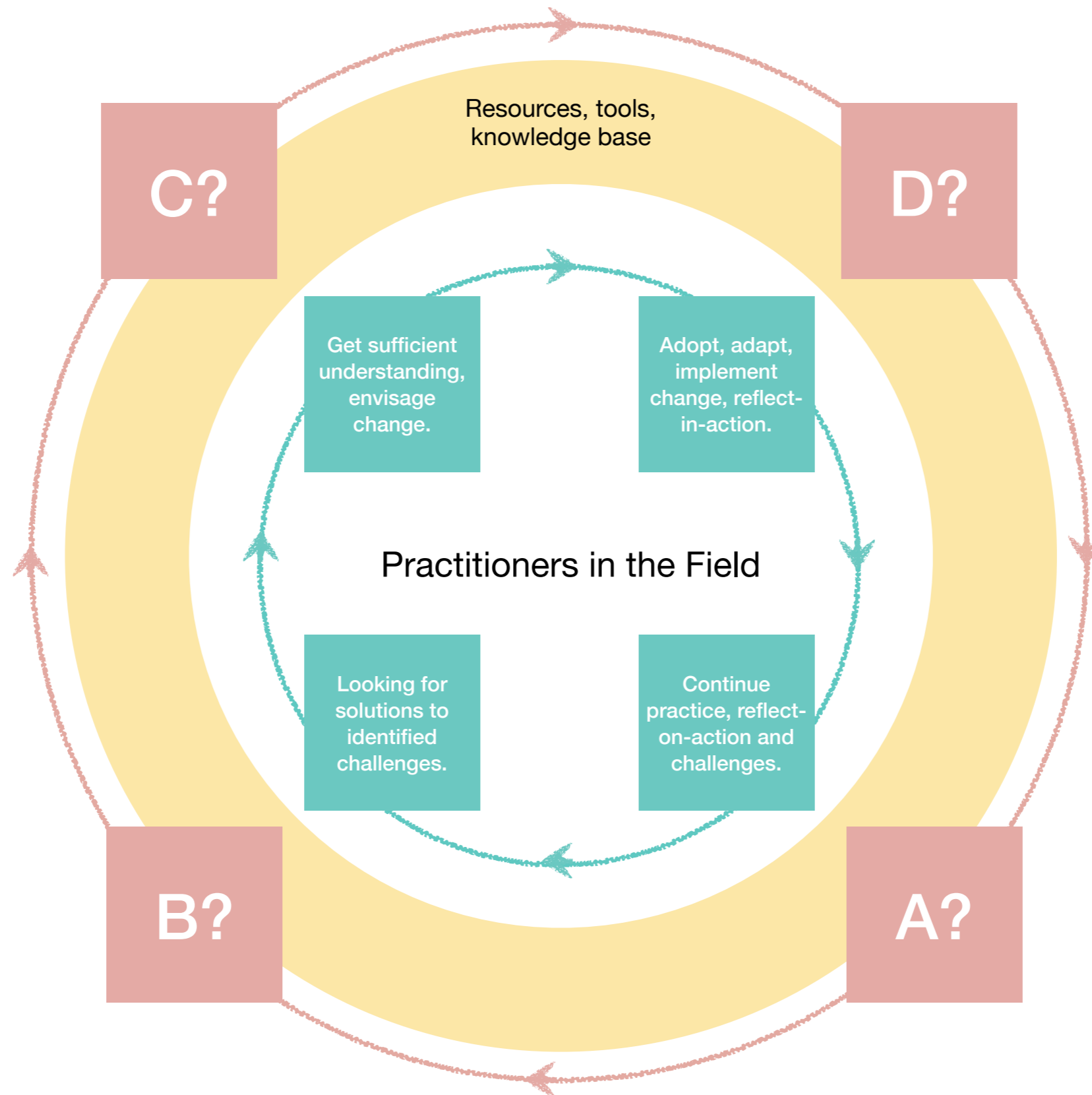
# An idealised model of applying dynamic capabilities:



# An idealised model of applying dynamic capabilities:



# Community of Practice



## Design Participants



**Design Thinking is the process of getting inspired, creating design ideas, testing design ideas (as realistically as possible), refining ideas and planning for implementation.**

**It is almost never an easy process. There are many perspectives to take into account - teachers, students, administration, the environment, ethics, tech - and we often need to think about implications years in the future.**

**Expert, skilled design participants can make all the difference to this, especially when they can bring those essential perspectives with them and help you to see new facets to your design ideas, and perhaps bring insights that transform the potential of your search for solutions and enhancements.**

**A broad range of enthusiastic design participants keeps things fresh and motivated.**

## Creative-Critical Friends



**Teaching and learning are often deeply immersive, full-on experiences - and that's a good thing. We like being carried along by the flow of things.**

**Once we have adopted a new practice, having gone to all the trouble of acquiring new ways, perhaps even mastering new technology (not to mention spending money on kit), we can often be *too* deeply engaged. The innovation and enhancement process might stop just there.**

**We need to make sure we stand back and reflect. Think about what we are doing from everyone's perspective. Look for possible points of improvement, and perhaps also change our focus, look at other possibilities and examples.**

**We need good creative-critical friends to help us go further!**

## Technology Facilitators



**Often before we can commit to a new practice we need to get a realistic sense of what it will be like. When it involves technology, additional work might be required to give us a realistic insight into its use and operation. The innovation researcher Everett Rogers described this essential role as making the new practice:**

**“more observable, trialable, compatible, and less complex”**

**And that is exactly what the technology facilitator does for us.**

**However, we should be cautious - their additional facilitation is only there to help us to learn about a new practice, to understand how it will fit with our needs (or not). The technology facilitator must also help us to understand the long-term reality of using the new practice.**

## Informed Advocates



**Informed advocates are enthusiastic about the use of technology, and can help you to understand specific tools.**

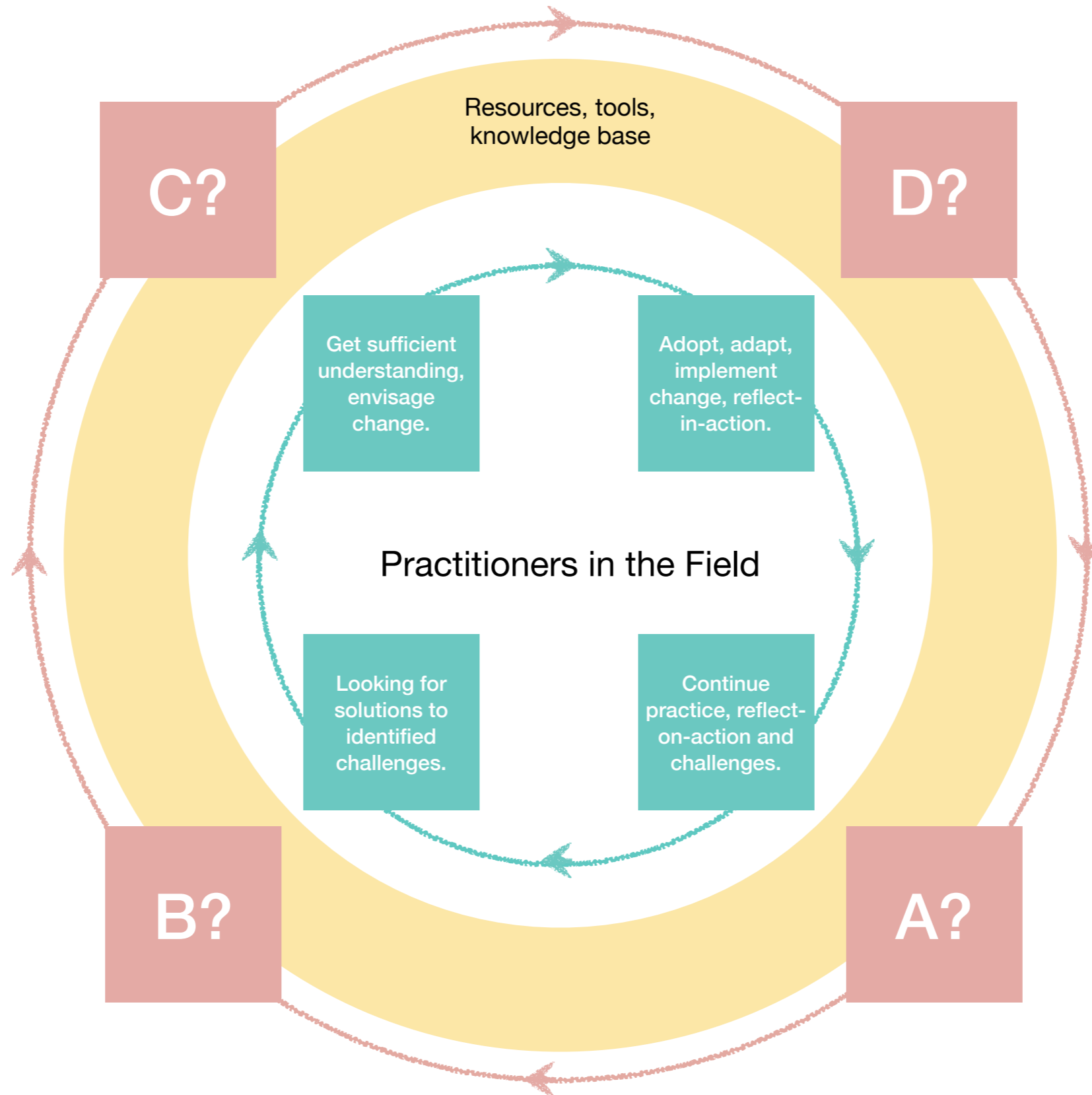
**They have knowledge about a technology that includes: what it does, what it doesn't do, how you and your students need to adapt and learn in order to make the most of it, and what its real value is in enhancing learning, teaching and the student experience.**

**They can explain things in terms that make sense to you, and illustrate their explanations with relevant examples of real world use.**

**Most importantly, informed advocates listen to you and your specific needs - they aren't sales people, they only want to help you to adopt things that fit with your needs.**

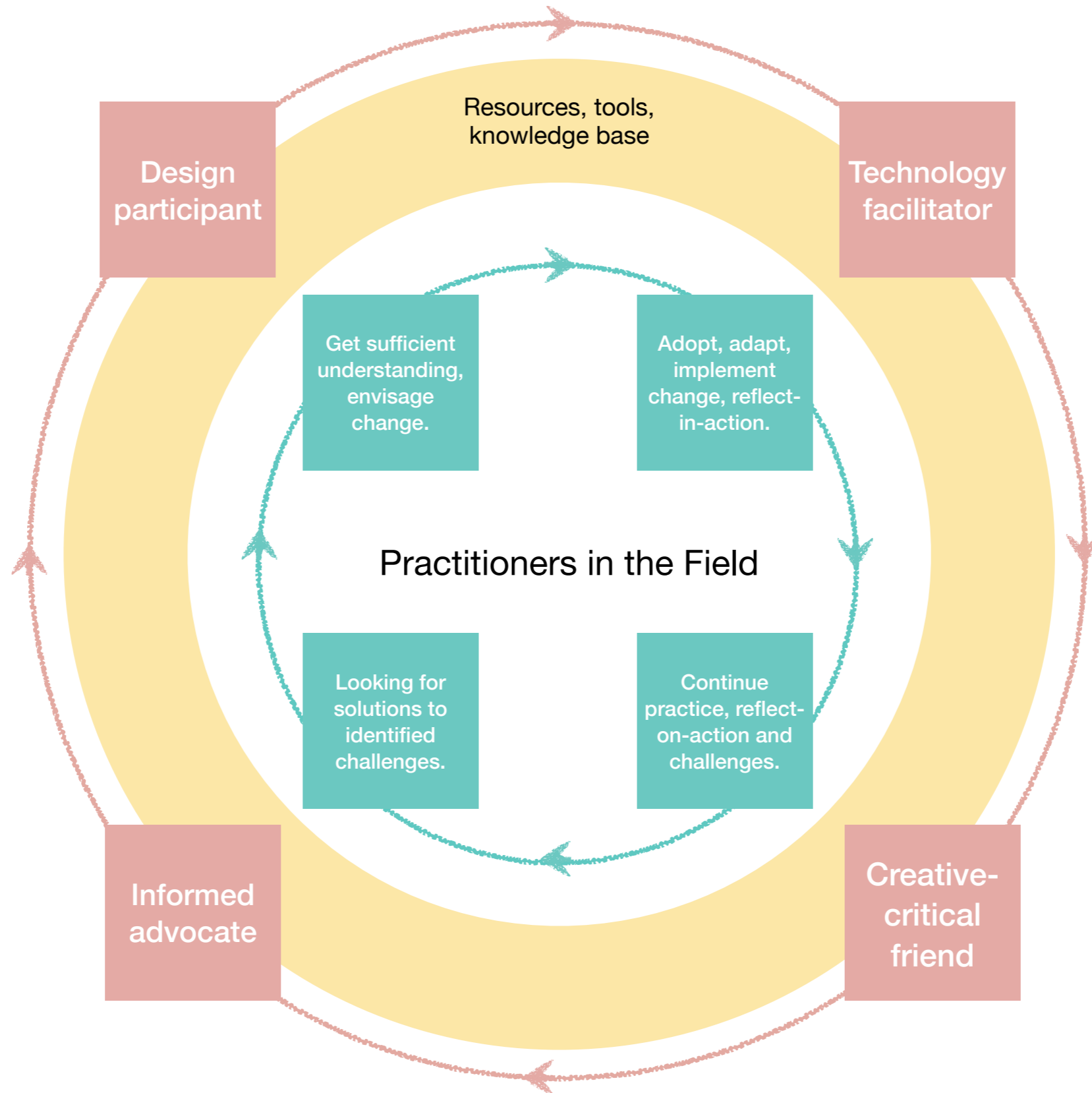


# Community of Practice



Double-loop learning in a community of practice, developing a shared platform.  
Dr Robert O'Toole, October 2019.


# Community of Practice



Double-loop learning in a community of practice, developing a shared platform.  
Dr Robert O'Toole, October 2019.

# **Method 2: case-based learning**

# Maddie and Max need to start teaching online

A woman with dark hair, wearing a white tank top, sits at a desk with a laptop. She has a thoughtful expression, with her hand on her forehead. A man with a beard and a pink shirt leans over her shoulder, holding a red marker and looking at the laptop. The background shows a modern office or library setting with bookshelves and bright lighting.

I've only ever taught on campus. Most of our teaching happens in the architecture studio.

I just don't know where to start. We have never had to teach online before. I feel quite useless.

**You will be assigned to a breakout group. Each group will be given one of the four community roles.**

**Describe what someone doing that role would do to help Max and Maddie.**

**What kinds of communication, events, activities etc.**

**Draw on your own experience.**

**And be imaginative.**

**Have something to report back to the group once we come back together.**

**Your spokesperson should keep me updated on progress and ideas the Q&A channel.**

# Work in a breakout room in Teams

The screenshot displays the Microsoft Teams interface with several key elements highlighted by red circles and numbered callouts:

- 1**: The **Teams** icon in the left-hand navigation bar.
- 2**: The **Break-out room 1** entry in the "Your teams" list.
- 3**: A blue banner for **Breakout room 1** scheduled for **Thursday, 7 May 2020 @ 10:00**.
- 4**: The **Break-out room 1** header and the **CBL Instructions** document icon in the top navigation bar.

The main chat area features a placeholder image of two people and the text: "Let's get the conversation started" and "Try @mentioning a student or teacher to begin sharing ideas." Below this is a text input field with the placeholder "Start a new conversation. Type @ to mention someone." and a toolbar with icons for text, links, emojis, GIFs, images, video, screen sharing, and more options.

## Design Participants



**Design Thinking is the process of getting inspired, creating design ideas, testing design ideas (as realistically as possible), refining ideas and planning for implementation.**

**It is almost never an easy process. There are many perspectives to take into account - teachers, students, administration, the environment, ethics, tech - and we often need to think about implications years in the future.**

**Expert, skilled design participants can make all the difference to this, especially when they can bring those essential perspectives with them and help you to see new facets to your design ideas, and perhaps bring insights that transform the potential of your search for solutions and enhancements.**

**A broad range of enthusiastic design participants keeps things fresh and motivated.**

Breakout room 1

## Creative-Critical Friends



**Teaching and learning are often deeply immersive, full-on experiences - and that's a good thing. We like being carried along by the flow of things.**

**Once we have adopted a new practice, having gone to all the trouble of acquiring new ways, perhaps even mastering new technology (not to mention spending money on kit), we can often be *too* deeply engaged. The innovation and enhancement process might stop just there.**

**We need to make sure we stand back and reflect. Think about what we are doing from everyone's perspective. Look for possible points of improvement, and perhaps also change our focus, look at other possibilities and examples.**

**We need good creative-critical friends to help us go further!**

Breakout room 2



## Technology Facilitators



**Often before we can commit to a new practice we need to get a realistic sense of what it will be like. When it involves technology, additional work might be required to give us a realistic insight into its use and operation. The innovation researcher Everett Rogers described this essential role as making the new practice:**

**“more observable, triable, compatible, and less complex”**

**And that is exactly what the technology facilitator does for us.**

**However, we should be cautious - their additional facilitation is only there to help us to learn about a new practice, to understand how it will fit with our needs (or not). The technology facilitator must also help us to understand the long-term reality of using the new practice.**

Breakout room 3

## Informed Advocates



**Informed advocates are enthusiastic about the use of technology, and can help you to understand specific tools.**

**They have knowledge about a technology that includes: what it does, what it doesn't do, how you and your students need to adapt and learn in order to make the most of it, and what its real value is in enhancing learning, teaching and the student experience.**

**They can explain things in terms that make sense to you, and illustrate their explanations with relevant examples of real world use.**

**Most importantly, informed advocates listen to you and your specific needs - they aren't sales people, they only want to help you to adopt things that fit with your needs.**

Breakout room 4