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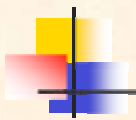
## A Community of Practice for Master GESCOM.

A training experience  
on Communities of Practice

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## Master GESCOM University of Roma Tre

- Distance University Master about Knowledge Management and Development in Human Resources directed by Professor Giuditta Alessandrini.
- Virtual school realized by Teleskill company on property platform (master-gescom.it).
- Didactic methodology based on video lectures, interactive web workshops, forums, case study, integrated by seminars and workshops in person.



## Apprenticeship and situated learning (Lave and Wenger 1991)

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J. Lave and E. Wenger's text, "Situated learning. Legitimate Peripheral Participation" published by Cambridge University Press in 1991, reports some researches carried out in several learning situations, tailors belonging to a Liberian ethnic group, Maya midwives in Yucatan, U.S. Navy boatwains, butchers in American supermarkets and members of Alcoholics Anonymous Association.

From these researchers it emerges that apprentices do not learn directly from relationship with their master but from the interaction with a wider community including other apprentices and journeyfolks. Lave and Wenger called these communities "Communities of Practice".



## Community of Practice

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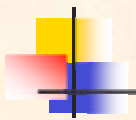
- Community -> social dimension, ownership, objectives sharing.
- Domain -> activities of the community where participants carry on their knowledge and competences.
- Practice -> strategies and resources sharing, direct or mediated interaction, opinions and information exchange. LPP Mechanism.



## Legitimate Peripheral Participation

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- The peripheral members of the group, the junior experts, are entirely legitimated by their ownership to the community to share its resources and experiences, to take part in discussions and have an equal interaction with senior experts, carrying out a perfect cognitive apprenticeship.
- This process of competences construction implies a parallel process of identity strengthening coming from the possibility for novice to have some more and more active roles within the community that he/she is recognized as an expert member.



## Phase 1: community and domain creation

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- People attending the course have been divided into working groups of 5-7 members each with different professional skills (sociological, psychological, pedagogic).
- Each group was given a specific task in an elaborate research regarding the planning of a training orientation intervention.
- Each group had to carry out, in the space of about three months, a joint document concerning the task given and a self-assessment report about the activity carried out.



## Tools

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- Each working group had a private forum and an area (*repository*) for materials exchange and sharing at its disposal.
- Moreover a public discussion area dedicated to impressions and opinions about the progress of the activity has been activated.
- The on-line tutor monitored the groups' work intervening only to solve the internal conflicts and improve the communication.



## Intermediate results

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- On-line high interaction both on private forums (with an average of 100 messages per group), and on that public one (more than 300 messages into the area dedicated to CoP).
- Rising of a strong sense of identity within groups characterized by a higher on-line interaction.
- Domain development (shared contents area) of the Community.



## Phase 2: the practice activation

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- Study of a Human Resources management case proposed by the coordinator of the activity.
- Engagement of varied roles, coordinator, mediator, novice, according to the participants' context and expertise.



## Tools

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- People attending the course have been divided into three new groups and each of them had a private forum and an area (*repository*) where to put in some possible materials that supported each member's theory.
- Master teachers and tutors took part in all three groups' discussions. They were members of the community but with a tutor and facilitator role.

Master in "Gestione e Sviluppo della Conoscenza nell'area delle Risorse Umane" - A.A. 2004 - 2005

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DELLA FORMAZIONE

Home > Giustizia > Comunità di pratica

Didattica  
Mediateca  
Forum

Forum	Discuss.	Messaggi	Ultimo post
Area formativo didattico - lavoro del gruppo A	31	107	04/10/2004 16:38 Di Bello Nicoletta
Area formativo didattico - lavoro del gruppo B	30	92	26/10/2004 17:28 Di Giacomo Eliana
Area formativo didattico - lavoro del gruppo C	26	89	11/10/2004 19:26 Di Pardini Simone
Area formativo didattico - lavoro del gruppo D	56	136	25/10/2004 17:28 Di Rufina PRISA Giuseppe
Area formativo didattico - lavoro del gruppo E	5	14	06/10/2004 17:30 Di Russo Giovanni
Gruppo 1	2	16	04/10/2004 17:27 Di Trillo Madda
Gruppo 2	2	22	04/10/2004 21:27 Di Ramello Antonella Alice
Gruppo 3	4	38	04/10/2004 20:48 Di Russo Giovanni
Modulari	0	0	

(9 comunità di pratica) Pagine [1]

## Results

- We referred to a questionnaire given to people attending the master during a degree thesis preparation regarding the experience of on-line interaction and learning on Communities of Practice.
- Great expectations on the activity and satisfaction at the end of it.
- Only a very low percentage, a little bit over 10%, had already had some experience of on-line collaboration.
- More than three-quarters of people attending the course think that the interaction in person is essential to create the community;
- Over 60% of them think that the interaction in person is necessary to carry out a work in team.
- 100% of people attending the course and taking part in the survey have declared that the training activity on Communities of Practice has created the conditions for a natural development of their knowledge.

## Bibliografy

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