

How to intentionally build Communities of Practice within Faculty Development programs?

Maarten van Kooij (MSc)
Lianne Loosveld (MSc)

Taskforce Faculty Development: Department of Educational Development and Educational research.

School of Health Profession Education
Faculty of Health, Medicine and Life Sciences:
Maastricht University, the Netherlands



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Intended outcomes

- Insight in the key success factors for intentional community building at the workplace.
- Inspiration on how a faculty development program can successfully foster community building.
- Getting familiar with the method of idea writing for generating new ideas and developing a shared opinion.

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Time frame WORKSHOP:

10 minutes	Introduction on community building
30 minutes	Idea writing in subgroups
20 minutes	Plenary discussion Take home message

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Daily practice
Faculty development?

Maastricht University

Intentional

Communities of Practice for development of teaching competences



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Features of effective faculty development



Steinert (2014); O'Sullivan & Irby (2011)

Communities of Practice

What is a Community of Practice

Wenger (1998) defines a Community of Practice as a group of people who are informally bound by shared practices related to a set of problems.



Why a Community of Practice in faculty development?

- Provides support/ coaching (O'Sullivan, Irby, 2011)
- Shared knowledge and experience (Carvalho-Filho, Tio and Steinert, 2019)
- Development of identity (Snook, Schram, et al., 2019)



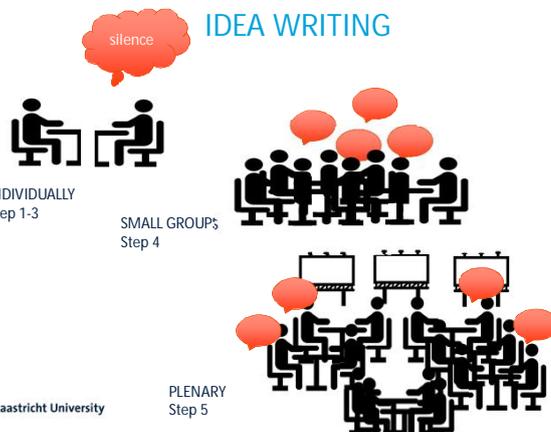
Daily practice



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IDEA WRITING



Question

How and under which circumstances can staff be stimulated to participate actively in Communities of Practice, aiming at development of their educational competences?

Split into small groups of 3

In silence:

1. Fill out the form individually (7 minutes)
After 7 minutes, put your form in middle of table.
2. Take the form of a colleague and reflect on their notes. After some minutes, put that form in the middle of the table again.
3. Take another form: reflect on the previous notes. After some minutes, put that form in the middle of the table again.



Discuss in small group

- 1) Main ideas and suggestions
- 2) Main insights and concerns

Write down main findings in terms of

- Do's
- Don'ts
- Questions



Time frame WORKSHOP:

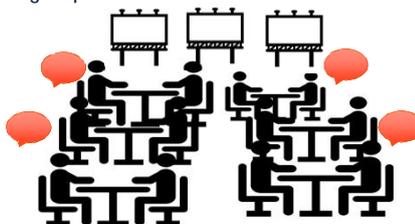
10 minutes Introduction on community building

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Take home message

Plenary discussion

Results from each group
&
Discussion



What is known // Literature

How to start a community

Address in an interactive way:

- How are we relevant to one another?
- Who are we in relation to each other?
- Do we have a shared way of thinking before starting coordinated activities.

(Akkerman et al., 2008)

intentional
community
building



What is known // Literature

What makes a group a community?

Three dimension of community activity, check your offer on:

- Meaningful activity for participants
- Shared activity
- Coordinated activity

(Akkerman et al., 2008)

intentional community building

Create a teaching community in which

- Teaching is valued
- Connectedness is high (good relationships within the environment, freeing the teacher to focus on reflection, discussion, without feeling threatened.)

(Snook, Schram, et al., 2019)




What is known // Literature

How to foster Communities of Practice?

Design longitudinal trajectories which offer opportunities for intervention.

(O'Sullivan & Irby, 2011)
(Cruss, Cruss and Steinert, 2016)

intentional community building

Value education: staff tends to improve their teaching more when they rate their identity as a medical educator higher.

(Snook, Schram, et al., 2019)




Tips for implementing a community of practice. (Carvalho-Filho, Ito, Steinert, 2019)	Transfer to CoP in Continuing Professional Development in faculty of Health, Medicine and Life sciences.
1. Gather a core group to launch the process	Staff members of a department/ research team are stimulated to collaborate in subgroups who share certain teaching responsibilities/ tasks.
2. Articulate goals and values of CoP	Each subgroup is asked to identify shared issues which really matter to them.
3. Start with a specific task	Each subgroup identifies their own challenges and learning needs
4. Keep CoP open	Colleagues can join, but connectedness and appreciation is more important.
5. Intentionally invite members with expertise/good ideas	Coach the subgroup in choosing meaningful informal and/or formal learning activities, which focus on their reflection and peer support within the subgroup and creating shared way of thinking on education/ educational tasks.
7. Make it worthwhile for members and institute	
8. Choose facilitator	
9. Work to ensure institutional support	Head of department discusses goals and actions of individual staff members in annual performance interviews.
10. Communicate success	All staff members receive 16 working hours for CPD each year.
11. Go online	? Depending on challenges and needs of small group
12. Evaluate the CoP	Focus group discussion with staff members and head of departments. Analyses of Annual reports

Take home message

In your institute:

1. What is your Community of Practice/ who could join you in your Community of Practice?
2. Which topic/challenge would you like to share with your colleagues (= your community?)




Thank you

maarten.vankooij@maastrichtuniversity.nl
L.Loosveld@maastrichtuniversity.nl




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