Designing networked learning for innovation:
A dimension perspective

Emmy Vrieling

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What’s in a name: dimensions of social learning in teacher groups
E. Vrieling¹, A. van den Beemt¹ & M. de Laat¹
¹ Faculty of Psychology and Educational Sciences, Welten Institute, Open University, Heerlen, The Netherlands
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Table 1. Social learning dimensions and their indicators.

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<table>
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<tbody>
<tr>
<td>1. Practice</td>
<td></td>
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<tr>
<td>1(a) To what extent does the group exhibit integrated or non-integrated group activities in daily work?</td>
<td></td>
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<tr>
<td>1(b) To what extent does the group exhibit temporarily or permanent social activities?</td>
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<tr>
<td>2. Domain and value creation</td>
<td></td>
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<tr>
<td>2(a) To what extent does the group focus on sharing or broadening/deepening knowledge and skills?</td>
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<td>2(b) To what extent does the group experience value creation, individually or collectively?</td>
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<tr>
<td>3. Collective identity</td>
<td></td>
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<tr>
<td>3(a) To what extent do participants exhibit a shared or unshared identity?</td>
<td></td>
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<tr>
<td>3(b) To what extent does the group exhibit weak or strong ties?</td>
<td></td>
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<tr>
<td>3(c) To what extent do the participants view one another as task executors or knowledge workers?</td>
<td></td>
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<tr>
<td>4. Organization</td>
<td></td>
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<tr>
<td>4(a) To what extent does the group operate externally directed or self-organized?</td>
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<tr>
<td>4(b) To what extent does the group exhibit ‘local’ or ‘global’ activities?</td>
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<tr>
<td>4(c) To what extent does the group exhibit hierarchic or equal relationships?</td>
<td></td>
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<tr>
<td>4(d) To what extent does the group exhibit shared or non-shared interactional norms?</td>
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Dimensions of Social Learning

Practice

Non integrated  Integrated

Temporarily  Permanent
<table>
<thead>
<tr>
<th>Dimension</th>
<th>Indicator</th>
<th>Example interview questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Practice</td>
<td>1a. Integrated or non-integrated activities</td>
<td>In what way the experiences in practice are communicated within the group?</td>
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<tr>
<td></td>
<td>1b. Temporarily or permanent activities</td>
<td>In what way the group activities are connected?</td>
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<tr>
<td>2. Domain and value creation</td>
<td>2a. Sharing or broadening/deepening knowledge and skills</td>
<td>In what way improvement of the group work is visible after the group activities?</td>
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<td></td>
<td>2b. Individual or collective value creation</td>
<td>In what way the agenda of the meetings reflects the group’s goals?</td>
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<tr>
<td>3. Collective identity</td>
<td>3a. Shared or unshared identity</td>
<td>Which feelings characterize the members’ belongingness to the group?</td>
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<td></td>
<td>3b. Weak or strong ties</td>
<td>Which group members are closely connected?</td>
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<td></td>
<td>3c. Task executors or knowledge workers</td>
<td>In what way the group’s discussion results into future ideas?</td>
</tr>
<tr>
<td>4. Organization</td>
<td>4a. Directed or self-organized activities</td>
<td>In what way the group activities are organized?</td>
</tr>
<tr>
<td></td>
<td>4b. Local or global activities</td>
<td>What issues are discussed in the group?</td>
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<td></td>
<td>4c. Hierarchic or equal relationships</td>
<td>In what way the relationships between the group members are characterized?</td>
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<tr>
<td></td>
<td>4d. Shared or non-shared interactional norms</td>
<td>In what way agreement is achieved about the procedure to develop upon the group’s goals?</td>
</tr>
</tbody>
</table>

Table 2. Social learning dimensions, indicators and interview questions
Start

Techniekonderwijs in civiel-
ethiek's binnen de school

- Anderzoekend leren in forma-
- Thema's binnen cita.

Lies J. W.I.J onderzoekend leren.

- Project lessen „proberen.”
- Student aan de slag moet
  onderzoekend leren bij Naut.

Wat te doen met

Verwachting: Naut/meander (ak)
Brandoor, (gil)

- Groepsbouw wordt in Thema's
  aan u welkom.
  U willen naar
  u willen Brandoor en
  Brandoor van Techniek en Testraad.

Volledig

- Thema's onderzoekend vol-

Klassieke

- taal en onderzoekend
  leren in en niet
  de klasruimte.
Case for today

- Jan. 15 – June 15
- 6 teacher educators (interviews, in between, in the end)
- 7 meetings (audio recorded)
Research question 1

Which literature supplements the DSL theory towards sustainable knowledge creation of teacher groups?
Knowledge productivity for sustainable innovation: social capital as HRD target

Corry Ehlen and Marcel van der Klink
Open University Netherlands, Heerlen, The Netherlands

Uta Roentgen
Zuyd University of Applied Sciences, Heerlen, The Netherlands, and

Emile Curfs and Henny Boshuizen
Open University Netherlands, Heerlen, The Netherlands

Abstract

Purpose – The purpose of this paper is to test the feasibility of a conceptual model on relationships between organisational innovation, knowledge productivity and social capital. It explores processes of knowledge productivity for sustainable innovation and associated HRD implications in knowledge-intensive organisations.
Value creation Framework

Wenger, Trayner & De Laat, 2011
From working towards learning

- Can you provide examples of moments when you learned something?
- Which factors were stimulating or hindering for your learning?
- What difference has it made to your understanding and definition of what matters? (Reframed Value)
Research question 2

Which design principles can bring the sustainable knowledge creation of teacher groups into view?
From working towards learning

Institutional value creation:
- Engage all stakeholders
- Connect with the institutional goals

Collective knowledge working identity:
- Spread leadership
- Inquiry-based attitude

Scaffolding!

References


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Emmy.Vrieling@ou.nl