

Designing networked learning for innovation: A dimension perspective

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Designing networked learning for innovation: A dimension perspective

Emmy Vrieling

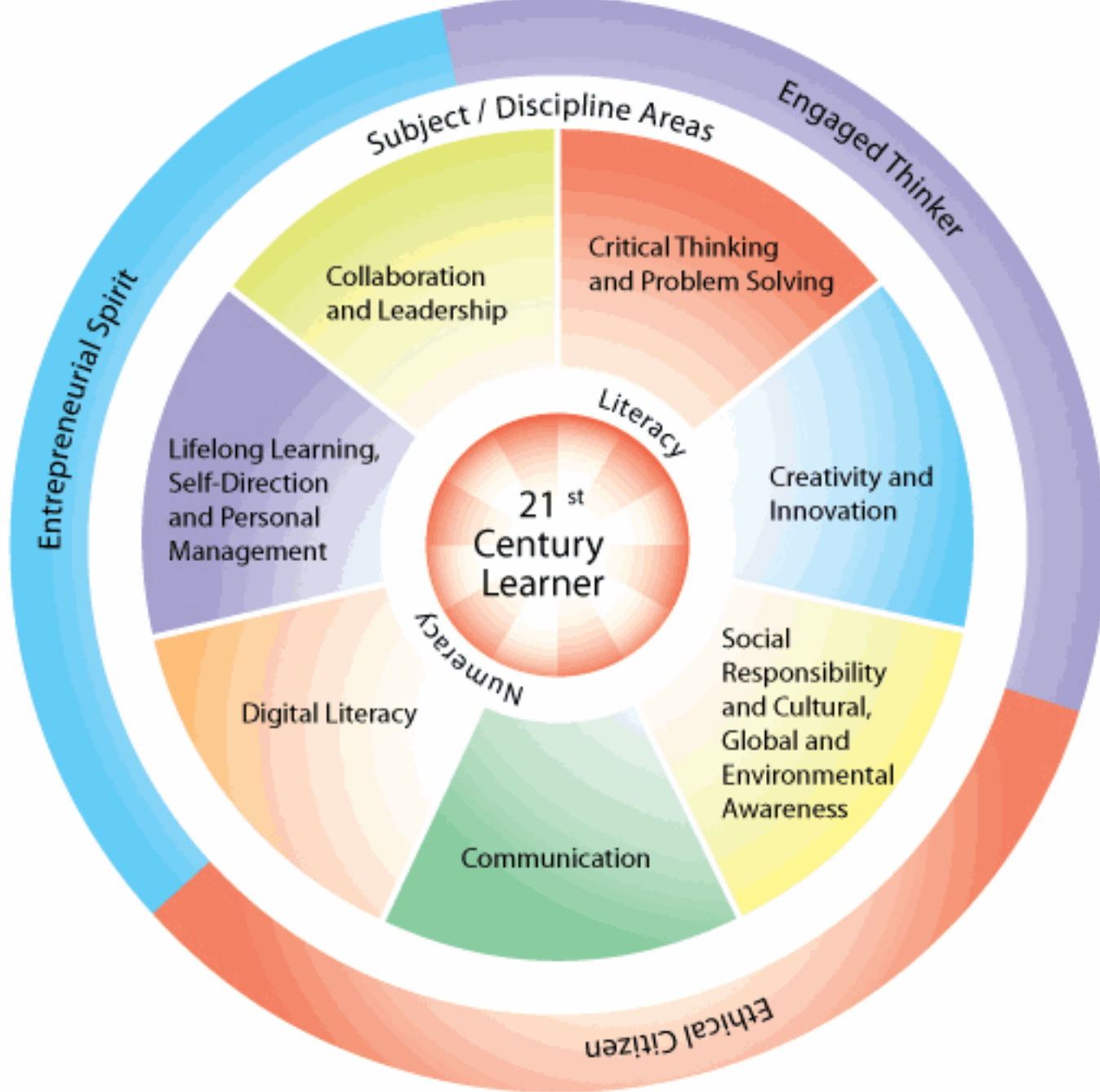
Welten Conference, Heerlen, September 20th 2016

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Delivering Safety First

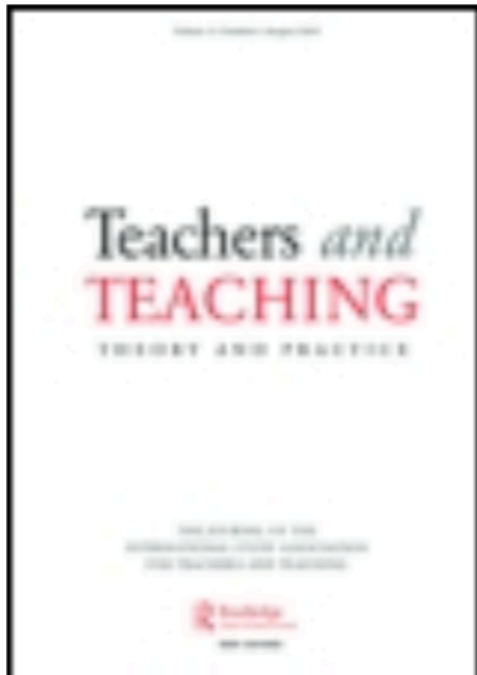
Never break the rules. Never ignore safety issues.

TONE

SCAFFOLDING
SERVICES

Sorry for any inconvenience
during these works

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Teachers and Teaching: theory and practice

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What's in a name: dimensions of social learning in teacher groups

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Published online: 31 Jul 2015.



Table 1. Social learning dimensions and their indicators.

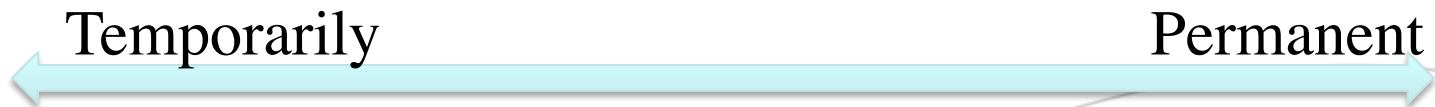
-
1. Practice
 - 1(a) To what extent does the group exhibit integrated or non-integrated group activities in daily work?
 - 1(b) To what extent does the group exhibit temporarily or permanent social activities?
 2. Domain and value creation
 - 2(a) To what extent does the group focus on sharing or broadening/deepening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

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Dimensions of Social Learning

Practice



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1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

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

Table 2. Social learning dimensions, indicators and interview questions

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start

nu toekomst

met toelien op Expertise
Expertise Raam

techniektoer in casa
thema's binnen de school

→ onderzoekend leren in forens
→ thema's binnen casa

handleidingen moet

→ schoolbreed thema's
in acties - hoe??
thema kleuters
thema lyn 3

les 5 WJE onderzoekend leren
project lezen „proberen“

→ iedere lkr verplicht
les 5 WJE onderzoekend leren

→ onderzoekend leren
bij de zaakvakken?

- Student aan de slag met
onderzoekend leren bij Naul

x maanden werken
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120-121

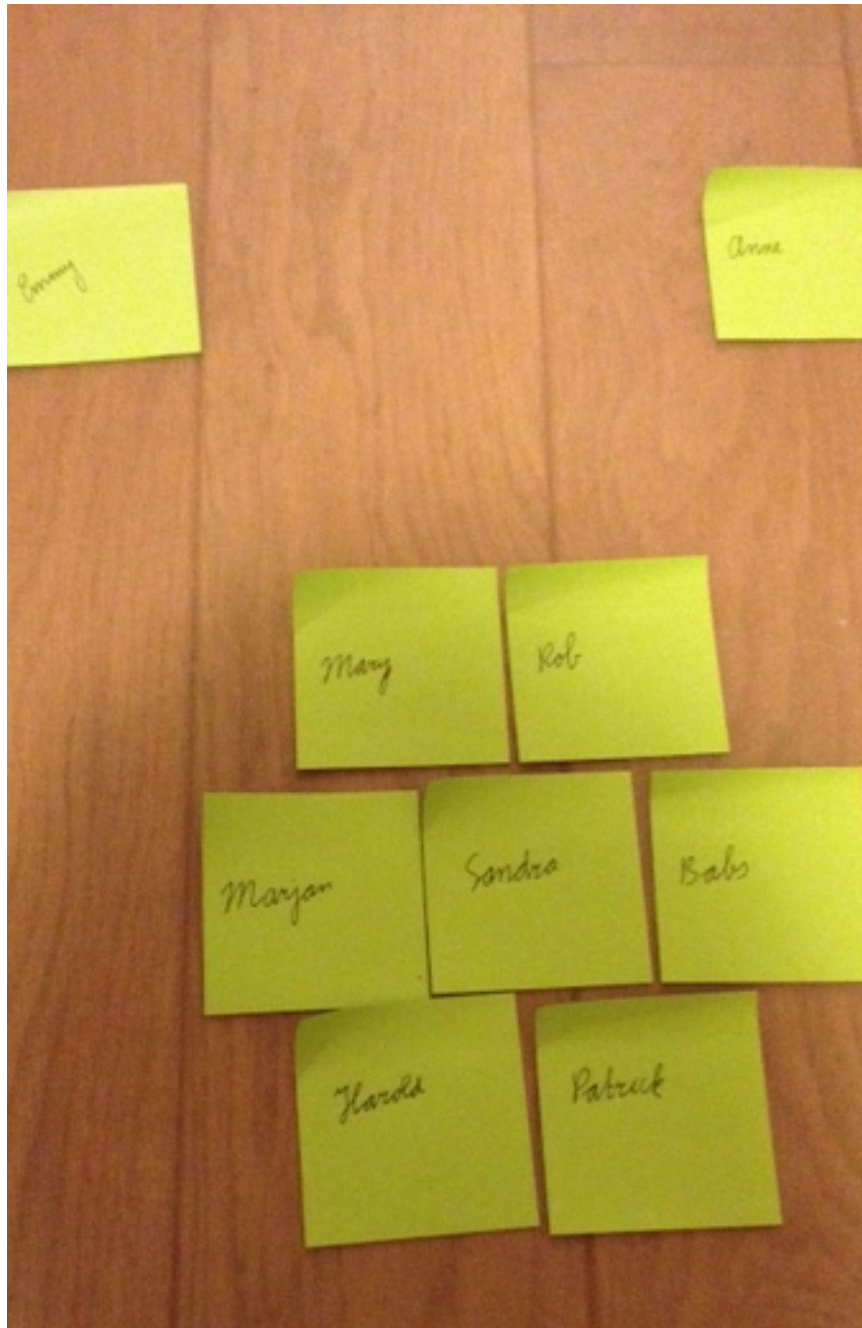
wat te doen met
zaakvakken: Naut / Meander (ak)
Brandaan (gr)

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van 4 weken
4 weken naut
4 weken Brandaan ev.

→ taal en onderzoekend
leren in en met
de zaakvakken

→ onderzoekend en
... ..





Emily

Anna

Mary

Rob

Marjan

Sandra

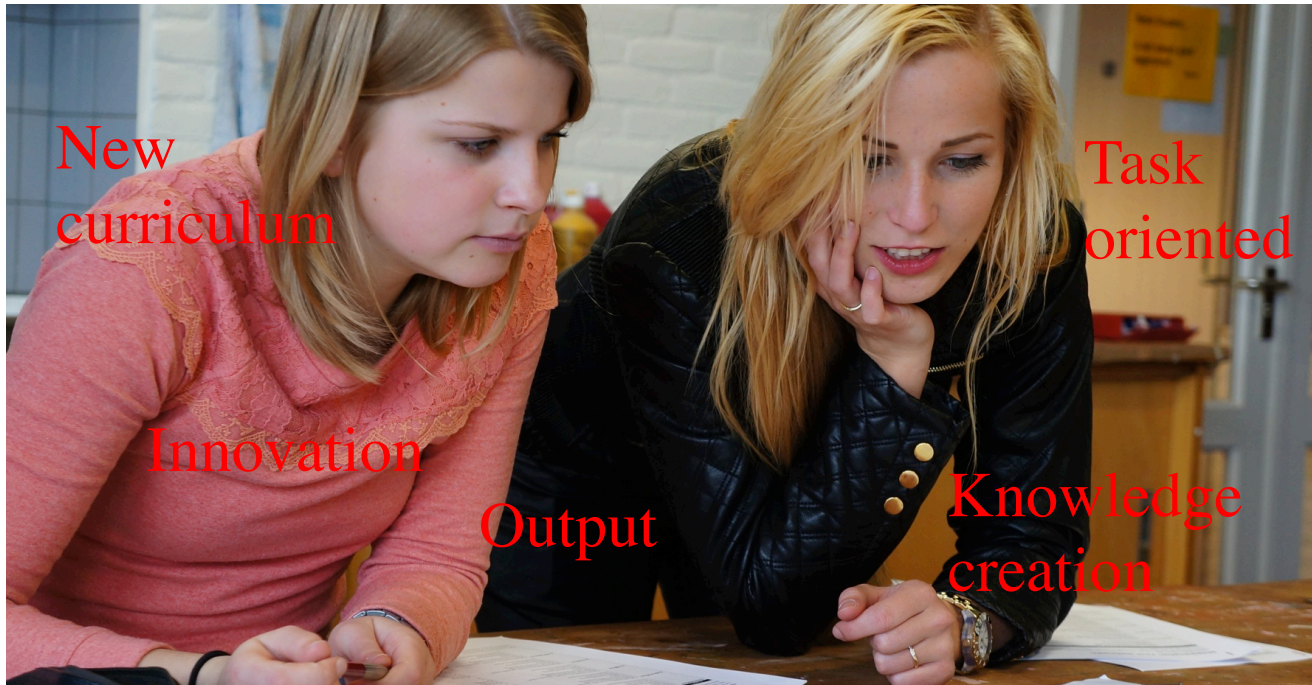
Babs

Harida

Patrick



Case for today



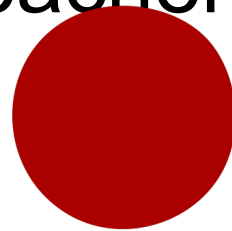
- Jan. 15 – June 15
- 6 teacher educators (interviews, in between, in the end)
- 7 meetings (audio recorded)



Research question 1



Which literature supplements the DSL theory towards sustainable knowledge creation of teacher groups?



TD
,1/2

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

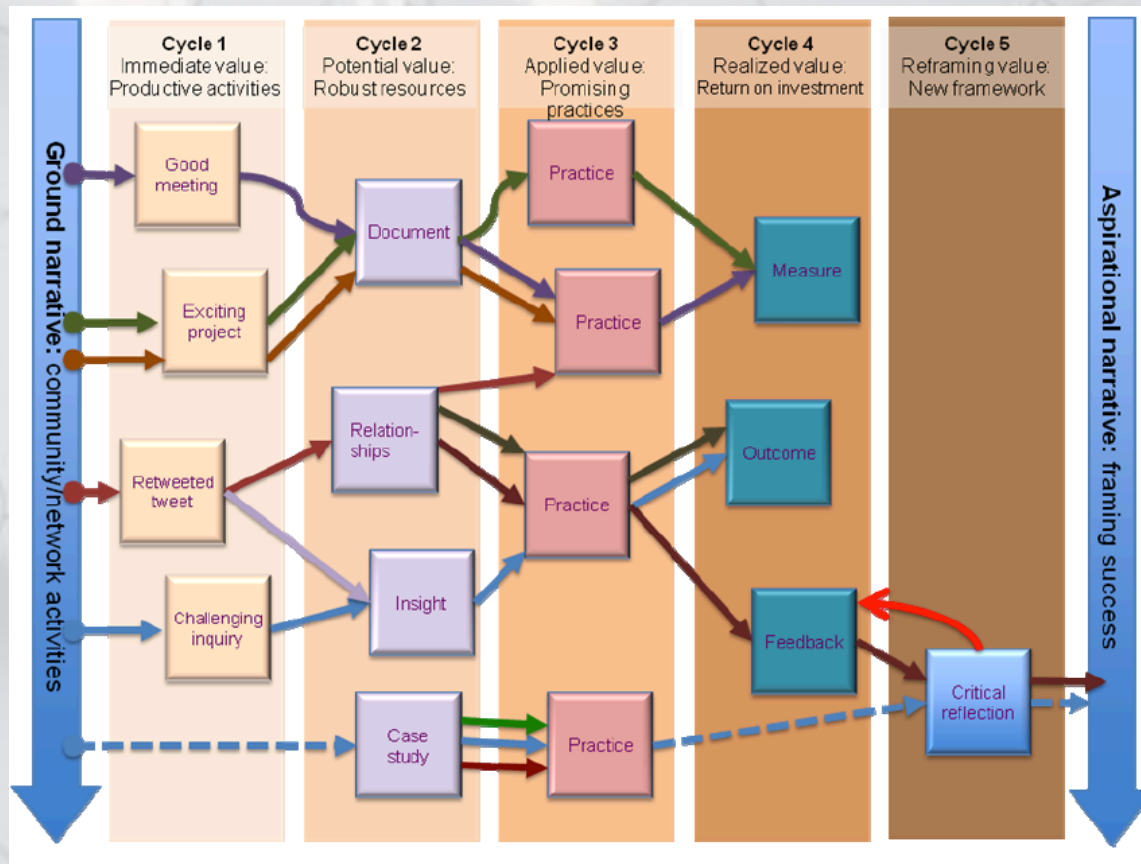
received 29 October 2013
revised 6 November 2013
accepted 6 November 2013

Abstract

Purpose – The purpose of this paper is to test the feasibility of a conceptual model on relation between organisational innovation, knowledge productivity and social capital. It explores processes knowledge productivity for sustainable innovation and associated HRD implications in knowled



Value creation Framework



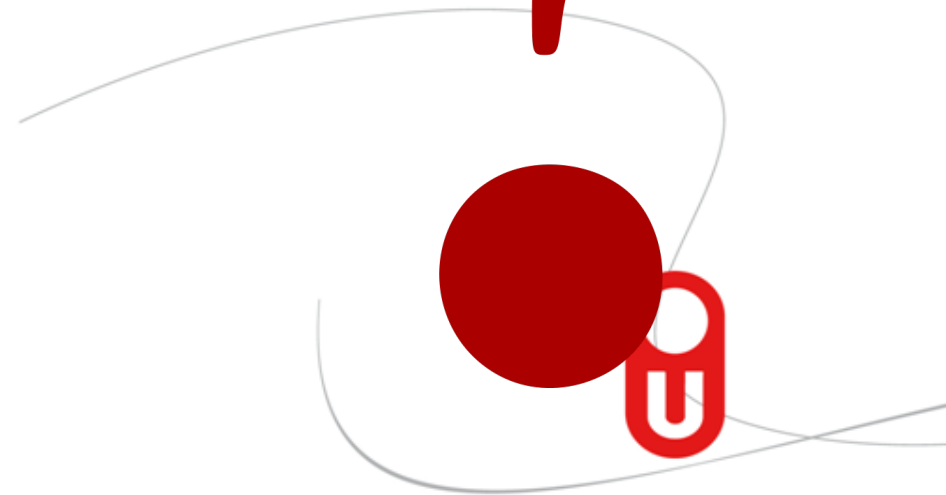
From working towards learning

- 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

Meijer, M-J, Geijssel, F., Kuijpers, M., Boei, F., & Vrieling, E. (2016). Exploring teachers' inquiry-based attitude. *Teaching in Higher Education*, 21(1), 64-78.



Collective knowledge working identity:

- Spread leadership
- Inquiry-based attitude

Scaffolding!



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