

Title: The CAMEL trail (collaborative approaches to managing emerging lessons)

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Abstract:

Session Learning Outcomes

By the end of this session, delegates will be able to:

- Outline the benefits of being in a community of learning/practice
- Explore opportunities for setting up a community of learning/practice within or outside of their institution
- Describe a range of methods that can be used to get a community of /learningpractice started

Session Outline

Key issues to be addressed are:

Communities of Learning for shared goals, sharing of ideas, providing support, critical friends, scholarship

We are involved in across institutional curriculum design projects which have JISC funding. When the projects commenced in October 2008 we were all put together as a cluster group to share ideas, problems and experiences. We were allocated a 'critical friend' to work with us but no other particular guidance. Our critical friend suggested using the CAMEL approach which encourages institutions to learn from each other in a Community of Practice based around study visits to each of the partner institutions.

Now we are nearing the end of our first year we realise we have become a Community of Learning. Whilst communities of learning have been used in a range of settings and for a variety of reasons there often tends to be a central drive that is common to all related to knowledge, sharing of expertise and encouraging new ideas (Barrett et al 2004 & Brown and Duguid 2000). Membership of communities is therefore often through self selection which was not the case for us (Wenger & Snyder 2000). However, we do fulfil the three dimensions Wenger (1998) identified for a supportive coherent community. We are involved in a joint enterprise because of our projects, we are all mutually engaged in interaction on shared

issues such as engaging our stakeholders and evaluation and we have a shared repertoire of words, tools and issues.

Working across five geographically spread institutions means that we use e-mail, websites and face to face meetings to keep in touch. However, it is our face to face sessions that have produced the most significant developments in our individual and group practice.

Our session will discuss how we have developed as a community of practice, some of our activities including collaborative dissemination and how we have supported each other.

Session Activities and Approximate Timings

5 mins introductions

20 minutes sharing our CAMEL approach to our community and activities we have undertaken and common themes as well as how each project has gained from the community. Through this we will share what the benefits of using the CAMEL approach are and top tips that the participants can consider in the groups and think about applying these in their context

35 minutes for participants in groups to discuss the following:

- possibilities in their own institutions and beyond for developing/using a CAMEL approach to setting up a community of Learning/practice
- What would the purpose be
- how would they set this up
- Would any of the top tips be used?

20 minutes sharing ideas with whole group

10 minutes questions and some future activities for the projects

References

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Wenger E (1998) Communities of Practice: Learning, Meaning and Identity Cambridge, Cambridge University Press

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