

# Technology-enabled learning communities:

## How technology can facilitate high quality social learning in online and blended environments within teacher education

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This [MESH guide](#) brings together theory and practice related to technology-enabled communities of practice. It is designed to provide teachers and teacher educators with an overview of current knowledge in the field and strategies for nurturing communities of practice. It approaches the theme from theoretical and practical perspectives, bringing a number of key studies from the research context, to consider what is the role of technology in enabling social learning within online and blended environments. These findings are then illustrated by focusing on a number of case study examples from practice drawn from our work at the University of Northampton. As authors we have undertaken to share our work which is in different stages of evolution. We hope that this will be stimulate teacher and teacher educators to adapt and test out a range of ideas and strategies with their learners. We would be excited to hear about your engagement with the guide and your responses to it.

### How to use this guide in google docs:

The information below is presented in columns. It is meant to viewed in columns rather than rows. Begin with the column on the left which looks at the theoretical background. The next two columns consider research evidence from a selection of systematic literature reviews and from a number of key studies. Columns four and five then examine social learning in practice through pedagogic strategies and case study examples. The text in each cell links to a google slide of information. Allow a couple of seconds for the link to open the slide. Note that we have used the notes area below the slides for additional content and references.

Link to this overview: <http://bit.ly/2sHr9yc>

Link to the slides: <http://bit.ly/2tvFOt3>

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<b>Definitions:</b> Theoretical background relevant to technology facilitated social learning	<b>Research evidence:</b> Systematic literature reviews on the theme of technology facilitated social learning	<b>Research Context:</b> A selection of key studies on the theme of technology facilitated social learning	<b>Pedagogy:</b> General teaching strategies and frameworks for technology facilitated social learning	<b>Case Studies:</b> Examples from practice of technology facilitated social learning
<u>Definition of Communities of Practice</u>	<u>A Critical Review of the Use of Wenger's Community of Practice (CoP) Theoretical Framework</u>	<u>Interactive networks and social knowledge construction behavioural patterns in online collaborative learning activities</u>	<u>Implementing 21st Century skills in schools</u>	<b>Example 1:</b> <u>Digital Learning across Boundaries (DLaB) Project and MOOC</u>
<u>Communities of Practice and social learning</u>	<u>Dimensions of social learning in teacher groups</u>	<u>Social presence—connecting pre-service teachers as learners using a blended learning model</u>	<u>Situated learning in practice</u>	<u>Overview of the DLaB project activities</u>
<u>Characteristics of communities of practice</u>	<u>Technology-enhanced learning and teaching in higher education:</u>	<u>Teaching in a digital age: how educators use technology to improve student learning</u>	<u>Role of the teacher in a COP</u>	<u>Fifty people make a Technology Outdoors MOOC</u>
<u>Online Communities of Practice</u>	<u>Learning to teach online: a systematic review of the literature on K-12 teacher preparation</u>	<u>New model of teacher learning in an online network trust</u>	<u>Role of the learner: technology stewards</u>	<u>Technology Outdoors MOOC structure</u>

<a href="#">Social learning in communities of practice</a>	<a href="#">The relationship between teachers' pedagogical beliefs and technology use</a>	<a href="#">Learner Generated Contexts: a framework to support the effective use of technology to support learning</a>	<a href="#">Active Blended learning</a>	<a href="#">The MOOC online community</a>
<a href="#">Roles within online communities</a>	<a href="#">An international literature review of 1: 1 computing in schools.</a>	<a href="#">Active Learning for Knowledge Construction in E-learning</a>	<a href="#">What is a MOOC?</a>	<a href="#">Example community post and commentary</a>
<a href="#">Implications for teachers</a>	<b><a href="#">Summary</a></b>	<a href="#">Further key studies</a>	<a href="#">Stages of technology integration</a>	<a href="#">Transfer to practice within the MOOC</a>
<a href="#">The TPACK framework</a>		<b><a href="#">Summary</a></b>	<a href="#">R2D2 Model</a>	<a href="#">Personal blog and community combined</a>
<a href="#">The SAMR model</a>			<a href="#">Tips for using technology to support blended learning</a>	<a href="#">Technology tools used for connecting classrooms</a>
<a href="#">Pedagogy before technology</a>			<b><a href="#">Summary</a></b>	<a href="#">More examples of DLaB tools</a>
<b><a href="#">Summary</a></b>				<b><a href="#">Example 2: Technology supporting social learning in a school</a></b>
				<b><a href="#">Example 3: Teaching with</a></b>

				<a href="#">Tablets (TWT) MOOC</a>
				<a href="#">Hybrid MOOC design</a>
				<a href="#">Social learning within the TWT MOOC</a>
				<a href="#">The Online Learning Hive</a>
				<a href="#">Visualisation of networks within the TWT community</a>
				<a href="#">Visualisations supporting analysis of interactions</a>
				<a href="#">Types of interactions within the TWT community</a>
				<a href="#">Knowledge sharing in the TWT CoP</a>
				<a href="#">Authentic learning within a MOOC</a>
				<b>Example 4:</b> <a href="#">Using blogs and communities for student assessment in HE</a>
				<a href="#">Example student posts</a>
				<a href="#">Student comments on blogging</a>

				<a href="#"><u>Student group blogs to explore learning outside the classroom pedagogy</u></a>
				<a href="#"><u>Interdisciplinary use of blogs and online communities in teacher education</u></a>
				<a href="#"><b><u>Example 5: Using digital tools for student assessment</u></b></a>
				<a href="#"><b><u>Example 6: Mobiles in Higher Education</u></b></a>
				<a href="#"><b><u>Example 7: Students making a context for social learning through mobile devices</u></b></a>
				<a href="#"><u>Mobile technologies as a catalyst for pedagogic innovation within teacher education</u></a>
				<a href="#"><b><u>Summary and themes to take further</u></b></a>