Communities of Practice Annotated Bibliography Chart

Title of Document	Citation/hyperlink	Keywords	Summary Stating Purpose/ Relevancy	Method	Findings/Recommendations/Conclusions
Learning Through Interactions: Improving Project Management Through Communities of Practice	Lee, L., Reinicke, B., Sarkar, R., & Anderson, R. (2015). Learning Through Interactions: Improving Project Management Through Communities of Practice. *Project Management Journal*, *46*(1), 40-52. doi:10.1002/pmj.21473	Communities of Practice, Extrinsic Motivation, Intrinsic Motivation, Project Management, Web 2.0	Lee et al. (2015), analyze the model of communities of practice based on intrinsic and extrinsic motivation. Throughout this paper Lee et al. also examine the use of technology in communities of practice. Lee et al., explain why project managers participate in communities of practice and the individual and organizational benefits achieved through communities of practice.	Research study through surveys constructed based on a literature review. This study addresses the lack of quantitative research in the area of communities of practice.	Lee et al. (2015), explain that communities of practice are ways for business professionals to learn and create new ideas within the workplace (pg. 40). Members of a community of practice select themselves, and are not forced or selected to be a part of the community of practice (pg. 41). These members are connected through a similarity between their work, and develop to build and exchange knowledge within the community of practice (pg. 41). Through communities of practice members can create, store, and transfer knowledge between the members (pg. 41). Organizations that are involved in a community of practice gain value and significance, as these opportunities for collaboration result in new and improved products or services for the organization (pg. 41). Lee et al., explain that communities of practice allow members within an organization to gain a wider range of access to colleagues at various levels (pg. 41). Four outcomes identified as a result of communities of practice are decreased learning curve, increased customer responsiveness, reduction in the amount of rework, and increased innovation (pg. 41). Lee et al., continue to explain that there are extrinsic motivators that prompt individuals to be a part of

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					communities of practice (pg. 42). These extrinsic motivators are individual rewards including better promotion opportunities, better work assignments, or better job performance reviews (pg. 42). An extrinsic motivator for individuals to participate in a community of practice would arise from the value or importance an organization puts on participating (pg. 42). Since the organization places a high value on an individual's involvement in a community of practice, an individual will be motivated to take part to be able to gain better job performance reviews or an increased chance of a promotion. Lee et al., also explain the benefits and advantages of using technologies within communities of practice, as these technologies can enable employees interactions, promote participation, improve communication skills, and strengthen relationships (pg. 42).
What is a Community of Practice and How Can We Support It?	Hoadley, C. (2012). What is a Community of Practice and How Can We Support It? Theoretical Foundations of Learning Environments, 2, 287-300. Retrieved May	Community of Practice	Hoadley (2012) defines communities of practice and the role of technology in communities of practice through research based evidence.	Literature Review	Hoadley (2012) explains that the meaning of community of practice has evolved over time, from a descriptive to a more prescriptive concept (pg. 287). A community of practice shares practices through knowledge that is co-constructed by its members. This occurs through sharing information or experiences, and through collaborative problem solving (pg. 288). Hoadley explains that through the lens of community of practice, learners must have access to experts as this will be the means in which they collaborate (pg. 291). Also, communities of

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	19, 2016, from https://steinhardt. nyu.edu/scmsAd min/uploads/006/ 677/CHAP12HOA DLEY.pdf.				practice that form naturally do not necessarily have a common learning goal; however, their goal will develop as they find their role within society (pg. 292).
					According to Hoadley, technology plays a large role in communities of practice, as technology supports both the community and the practice (pg. 295). Technology enables members of communities of practice to be able to represent and reorganize information in various formats (pg. 295). This allows members with different learning styles to benefit, as they are able to understand information in a way that is suitable to them. Technology can also be an avenue to connect members of a community of practice (pg. 296). For example, individuals from different countries that cannot meet in person can create a community of practice online by corresponding through various social networking databases. This allows individuals who have similar practices to connect together and form a community of practice (pg. 297).
					Hoadley, summarizes that a community of practice is an important method of learning, where individuals become invested members of a community with shared practices (pg. 299). Communities of practice that are supported by technology, allow groups of individuals to develop knowledge through connections and conversations (pg. 299).

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Creating Community: Strengthening Education and Practice Partnerships through Communities of Practice	Berry, L. E. (2011). Creating Community: Strengthening Education and Practice Partnerships through Communities of Practice. *International Journal Of Nursing Education Scholarship*, *8*(1), 1-18 18p. doi:10.2202/1548-923X.2180 http://ra.ocls.ca/ra/login.aspx?inst=conestoga&url= http://search.ebscohost.com.eztest.ocls.ca/login.aspx ?direct=true&db= ccm&AN= 104876921&site= eds-live&scope=site	Communities of Practice; Student Experiences; Education-Practice Partnerships; Social Learning	Berry (2011) explores the current relationship between students, practicing nurses, and faculty; conceptualizes these relationships through Lave and Wenger's (1991) Communities of Practice Model (pg. 1). Wenger's Communities of Practice Model provides a framework for an ideal relationship between students and clinicians (pg. 1), as many nursing students feel alienated in clinical settings. Berry argues Communities of Practice can decrease alienation experienced by nursing students, and increase their knowledge to better the quality of care they provide in clinical settings (pg. 1).	Literature Review based on Wenger's Communities of Practice Model (1999)	Berry (2011) identifies some limitations and recommendations surrounding Communities of Practice approaches (pg. 2). Berry explains the importance of social interactions for nurses, as social interactions provide nurses with knowledge, through interactions and strong relationships with peers and colleagues. The Communities of Practice Model proposes that creating environments that engage students in learning communities in practice settings helps increase their skills in purposeful social interaction (pg. 6).Communities of Practice, are informal groups of people that bring together participants to learn, work together to develop and share knowledge, and be able to apply this new found knowledge to their own settings of practice (pg. 9). Communities of Practice Model view the formation of community as an essential part of the learning to be able to produce and transfer knowledge through community dialogue, reflection, and negotiation (pg. 7). Communities of Practice exist for specific purposes and are mainly directed at learning and creating opportunities for reflection to challenge present circumstances that may need to be changed (pg. 7). Communities of Practice can consist of face-to-face or virtual interactions, which connect individuals focused on gaining knowledge about certain issues (pg. 8). Some benefits of Communities of Practice include: improved communication, balance between individual and group learning, effective utilization of time, pooling resources, break down of cultural barriers, sharing of

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					knowledge, and creating a sense of ownership (pg. 8). Through Communities of Practice, the role of the learner is described as legitimate peripheral participation. Legitimate peripheral participation allows newcomers, such as students or new graduates, to collaborate with members of greater experience (pg. 9). Many students reported the Communities of Practice model promotes accountability, as they function as a part of a team with increased responsibility appropriate to their level of education and experience (pg. 10) In terms of cost for additional time, it is offset by new ideas and perspectives that members bring to the setting (pg. 10). Staff viewed that the time spent with students as an investment to the future, growth, and improvement of the profession (pg.10). Communities of Practice Models allow members to be active participants in curriculum development and determination of outcomes (pg. 10). Communities of Practice create interaction between participants that contributes to the development of positive professional identities for health professional students (pg. 10). Berry concludes, to be effectively involved in Communities of Practice in health care organizations, nursing educators and practitioners must jointly commit to creating partnerships that promote meaningful, integrated, reflective, participation of students in practice (pg. 12).

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The Meaning of a Healthcare Community of Practice	Seibert, S. (2015). The Meaning of a Healthcare Community of Practice. *Nursing Forum*, 50(2), 69-74 6p. doi:10.1111/nuf.12065 http://onlinelibrary. wiley.com.eztest. ocls .ca/doi/10.1111/n uf.1 2065/full	Community of Practice, Learning Communitie s, Situated Learning, Wenger	Seibert (2015) looks into the actual meaning of communities of practice within the healthcare setting. Seibert uses a concept analysis method based on Walker and Avant's findings (Walker & Avant, 2011). Seibert identifies the uses, elements, and advantages of Communities of Practice in health care settings.	Concept Analysis, 22 peer-reviewed journal articles about CoPs, two books, one essay, and one data collection tool by Wenger	According to Seibert (2015) communities of practice are used to create and administer knowledge, in ways that will support change (pg. 69). Early on, the term community of practice just referred to a group of people working in the same practice setting (pg. 70). Through research Seibert explains that communities of practice promote learning opportunities, through collaborative approaches that create opportunities for professional development (pg. 70). Seibert breaks down the elements of a community of practice, community represents the members that are actually involved in the community of practice, and the practice refers to the professional body of knowledge, skills, and attitudes that the community hopes to support and improve (pg. 71). The common objective of a community of practice is to bring together the community and motivate members to contribute and take part of the community of practice (pg. 71). Seibert highlights that community members must be willing to join the community of practice and not forced, as this allows members to be self-motivated and fully contribute to improve the practice (pg. 71). Some core elements of a community of practice include prolonged relationships and trust between the members (pg. 71). According to Seibert it is important to have a supportive work environment; through this support organizations that foster communities of practice must be willing to support members who participate. These members must be supported through physical resources, such as access to space and technology

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					they may need to be successful (pg. 71). Benefits of communities of practices include improved effectiveness, knowledge, skills, and proficiency. Through these improved skills, the community fosters increased problem solving and decision making in the workplace (pg. 72). Satisfaction and value, also, arises from the collaboration and work members are a part of through communities of practice (pg. 72).

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