

The role of communities of practice for career development in computational statistics

COMPSTAT 2022, Bologna, Italy

Laura Vana-Gür (TU Wien)

2022-08-26

Roadmap

- ▶ Communities of practice (CoPs): what are they?
- ▶ Why are CoPs important and how can they be sustained?
- ▶ Some CoPs in CompStat and Data Science
- ▶ Useful guidelines in creating inclusive communities and events

What are communities of practice? (I)

*Communities of practice are **groups of people** who share a **concern** or a **passion** for something they **do** and learn how to **do** it better as they **interact regularly**. (Wenger-Trayner)*



- Domain of interest
- Community
- Practice
- E.g., book clubs
- E.g., professional conference
- E.g., club of friends
- Community of practice**

What are communities of practice? (II)

CoPs are characterized by: being informal (typically),

What are communities of practice? (II)

CoPs are characterized by: being informal (typically), voluntary membership,

What are communities of practice? (II)

CoPs are characterized by: being informal (typically), voluntary membership, high degree of identification with the group. (Erik Andriessen 2005; C. Hoadley 2012)

What are communities of practice? (II)

CoPs are characterized by: being informal (typically), voluntary membership, high degree of identification with the group. (Erik Andriessen 2005; C. Hoadley 2012)

- ▶ Examples: group of researchers working on a similar problem who meet on a regular basis, meetup groups etc.

What are communities of practice? (III)

More formally: Concept from social or situated learning theory (Lave and Wenger 1991; Brown and Duguid 1991; Orr 1990; Constant II 1987)

- ▶ CoPs are used to describe the process of learning and the spread of knowledge.
- ▶ Situated view to learning: *learning is a relational property enacted by groups of people in context and in interaction with one another* (Lave and Wenger 1991)
- ▶ CoPs are groups in which a constant process of legitimate **peripheral participation** takes place (Lave and Wenger 1991).

Community composition: Foster inward mobility!

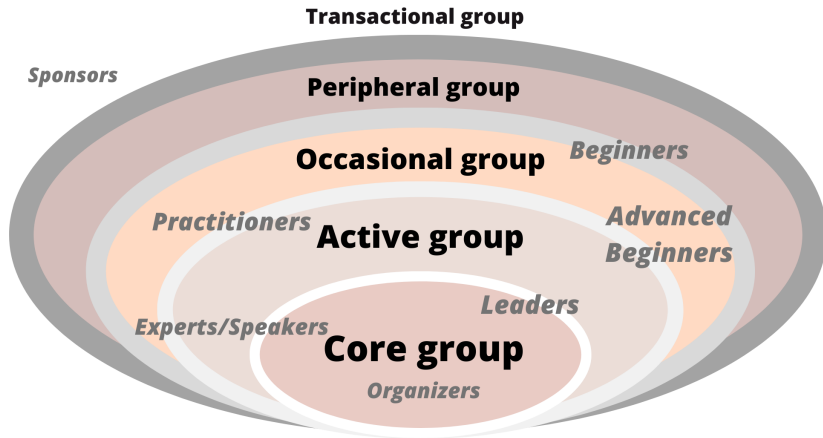


Figure 1: Inspired from [Wenger-Trayner](#), Stevens et al. (2018)

Goals of CoPs

(Wenger and Snyder 2000)

- ▶ help to solve problems quickly
- ▶ develop professional skills
- ▶ set and transfer best practices

Member benefits

(Wenger and Snyder 2000)

- ▶ short-term: help with challenges, access to expertise, confidence, meaningful work, social aspects
- ▶ long-term: personal development, enhanced reputation, professional identity, networking

Techniques to foster learning-oriented CoPs

1. improve **connectivity** – linking people with others who have similar practices (social networking, directories or profiles)
2. access to **content** – shared repository of information that is used by the community in its practices
3. supporting **conversation** – providing tools for discussing with others in the community
4. providing information **context** – providing awareness of the information context of various resources

based on the C4P model in Kilner (2004) and C. M. Hoadley and Kilner (2005)

CoPs in CompStat and data science

Skills:

***programming, software
development,
data analysis,
math/stats/ML, hardware,
(technical) writing,
creativity,
communication,
team work***

Good practices:

***sustainable
software development,
reproducible and
extensible research,
promoting open science,
transparent and
impactful scientific
results***

**Interdisciplinary field:
high potential for mobility across CoPs**

Meetup groups

An accessible format for CoPs in CompStat and data science:
meetup groups

- ▶ [Meetup.com](https://www.meetup.com) is a platform for finding and building local communities
- ▶ Regular events (online/in person) can be organized through the platform.

Tip: Many meetup groups organize joint events, so keep an eye for those to discover new communities.

Some relevant meetup groups

- ▶ R User Local Groups (see all [R Consortium](#))
- ▶ [R-Ladies](#), a world-wide organization to promote gender diversity in the R community
 - ▶ offers an online directory of R-Ladies,
 - ▶ global github repository
 - ▶ supports local chapters who organize events
- ▶ [Python User Groups](#)
- ▶ [PyLadies](#), a global group with the focus on getting more women involved in the Python open-source community
- ▶ [PyData Groups](#)
- ▶ [Julia Users Groups](#)
- ▶ [Julia Gender Inclusive](#)

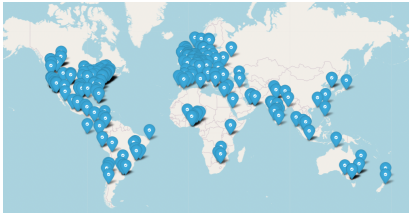


Figure 2: Active R User and R-Ladies groups, [Dashboard by Ben Ubah](#)



Figure 3: PyData Groups

Building inclusive CoPs & events







<p>Core team</p>  <p>Motivated individuals from diverse backgrounds</p>	<p>Code of conduct</p>  <p>Create, Communicate, Take seriously</p>	<p>Language</p>  <p>Mind gendered language, transgender terminology, metaphors ...</p>
<p>Speakers & Experts</p> <ul style="list-style-type: none">• Diverse network means pool of experts,• Do more outreach• Mix up presentation styles,• Images should include underrepresented groups. 	<p>Venue, time slot & drinks</p> <ul style="list-style-type: none">• Accessible venue, good internet, gender neutral loos?• Times that work for people with kids / Mix up event times• Offer childcare if you can• Be mindful about drinks 	<p>Further tips</p> <ul style="list-style-type: none">• Allow a way for people to opt out of being photographed• Create an FAQ• Schedule the events in advance• Keep track of stats!!! 

Figure 4: Inspired from [WordCamp Organizer](#) and Andy Burgin on [Medium](#)

Thank you!

Slides are available at:

References

- Brown, John Seely, and Paul Duguid. 1991. "Organizational Learning and Communities-of-Practice: Toward a Unified View of Working, Learning, and Innovation." *Organization Science* 2 (1): 40–57.
- Constant II, Edward W. 1987. "The Social Locus of Technological Practice: Community, System, or Organization?" In *The Social Construction of Technological Systems*, 223–42. Cambridge MA: MIT Press.
- Erik Andriessen, JH. 2005. "Archetypes of Knowledge Communities." In *Communities and Technologies*, 191–213. Springer.
- Hoadley, Christopher. 2012. "What Is a Community of Practice and How Can We Support It?" In *Theoretical Foundations of Learning Environments*, 286–99. Routledge.
- Hoadley, Christopher M, and Peter G Kilner. 2005. "Using Technology to Transform Communities of Practice into Knowledge-Building Communities." *ACM SIGGroup Bulletin* 25 (1): 31–40.
- Kilner, Pete. 2004. "The Con4-p Model of Learning Design for Professional Communities." In *E-Learn: World Conference on e-Learning in Corporate, Government, Healthcare, and Higher Education*, 1307–11. Association for the Advancement of Computing in Education (AACE).
- Lave, Jean, and Etienne Wenger. 1991. *Situated Learning: Legitimate Peripheral Participation*. Cambridge university press.
- Orr, Julian E. 1990. "Sharing Knowledge, Celebrating Identity: Community Memory in a Service Culture." In *Collective Remembering*, 169–89. Sage Publications, Inc.
- Stevens, Sarah LR, Mateusz Kuzak, Carlos Martinez, Aurelia Moser, Petra Bleeker, and Marc Galland. 2018. "Building a Local Community of Practice in Scientific Programming for Life Scientists." *PLoS Biology* 16 (11): e2005561.
- Wenger, Etienne C, and William M Snyder. 2000. "Communities of Practice: The Organizational Frontier." *Harvard Business Review* 78 (1): 139–46.