Communities of practice

a social discipline of learning

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Starting from a social theory of learning

A social perspective

Where do we belong
Community

Practice

Identity

What are we doing?

Meaning

What is our experience?

Who are we becoming?
A complex landscape of practices

Regulatory body

Teaching

Research discipline 1

Workplace A

Research discipline 2

Professional body

Workplace B

Boundary projects

Service recipient A

Service recipient B

Peripheral access

CoP

Colonization of the landscape...
- Codification and regulation
- Evidence-based prescription
- Curriculum
- Institutionalized accountability
- Standards of qualification

Reconfiguration of the landscape...
- Communities and networks
- Peer-to-peer communication
- Personal meaning
- Creativity
- Individual identity

Verticalization and horizontalization

... a tension for meaningful learning
Fabric of connectivity:
- Togetherness and separation
- Always on
- Virtual presence
- Peripherality

Active medium:
- Interacting and publishing
- Social/informational computing
- Semantic web
- Digital footprint

Modes of engagement:
- Generalized self-expression
- Mass collaboration
- Creative reappropriation
- Thin connections

Reconfigured geographies:
- Multiplicity of competing spaces
- Multimembership
- Dynamic boundaries
- Worldwide reach

A very complex landscape of practices

A pedagogical challenge
The 21st century will be the century of identity

A social discipline of learning

<table>
<thead>
<tr>
<th>Social learning spaces</th>
<th>Learning citizenship</th>
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<tbody>
<tr>
<td>learning as mutual meaningfulness</td>
<td>learning as ethics of identity</td>
</tr>
<tr>
<td>Knowing as practice and identity</td>
<td>Acts of learning citizenship</td>
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<tr>
<td>Accountability and expressibility</td>
<td>• participating</td>
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<tr>
<td>➔ When have you experienced a genuine social learning space?</td>
<td>• brokering</td>
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<td></td>
<td>• convening</td>
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<td>• moving on</td>
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<td>Social artists</td>
<td>Learning governance</td>
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<td>learning as activism</td>
<td>learning as systemic capability</td>
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<tr>
<td>Shaping the learning landscape …</td>
<td>Stewarding and emergent governance</td>
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<tr>
<td>• social and intentional</td>
<td>Vertical and horizontal accountability</td>
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<tr>
<td>• collaborative and willful</td>
<td>Transversal leadership, processes, etc.</td>
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<tr>
<td>• idealistic and pragmatic</td>
<td>➔ Have you seen transversality?</td>
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<td>… with the force of their own inquiry</td>
<td>➔ Who are you as a learning citizen?</td>
</tr>
<tr>
<td>➔ Do you know a social artist?</td>
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</tbody>
</table>
A question of learning citizenship

If I consider my own function and our goals …

How can I contribute to the learning capability of my world by enhancing the learning capability in my own sphere of participation?

At what levels of scale?

The end

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