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those goals. The concept of Veaning communities of practice is n Doing commonly quitive credited to Jean Lave and Etienne Wenger who originated the construct legitimate peripheral participation in their studies of Page 12/42

apprenticeship situations. Meaning And Ideny

Communities of inc Practice by Etienne Wenger Communities of practice are nal formed by people who engage in a process of collective learning in a shared domain of Page 13/42

human endeavor: actribe learning ing to survive, a band of artists in a seeking new itive forms of expression, a group of ational engineers ives working on similar problems, a clique of pupils

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Communities Of Inc. Practiceny Learning Meaning In a learning community there is interplay betweenational reification and participation. Reification is the artifacts and procedures of previous Page 15/42

Download File PDF Communities Of Practice Lice Participation is ning the activity engaged in by the practitioner for the organization that results in a reification. Its is not an either/or model, but dualism.

Communities of Page 16/42

Download File PDF Communities Practice tice Learning Meaning Meaning, And <u>ldentity</u>ng In Doing To give a social account of learning, the theory explores in a systematic way the intersection of issues of community, social practice, Page 17/42

meaning, and identity. The result is a broad framework of thinking about learning as a process of social participation.

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social learning that occurs when people who have a commonin Doing interest in anitive subject or area collaborate over an extended nal period of time, sharing ideas and strategies, determine solutions, and build

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produces a shared practice as members engagerin ar Doing collective process of learning.People belong to communities of practice at the same time as they belong to other organizational Page 26/42

structures. In their business units, they shape the n Doing organization. In their teams, they take care of projects.

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presents a new social theory of ing learning. As learning becomes a topic of great urgency for nations, businesses, and **Schoolsctives** Communities of Practice presents a broad conceptual framework for Page 28/42

thinking about learning as a process of social in Doing participation.

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who engage in a process of Vleaning collective y learning in a Doing shared domain of human endeavor: a tribe learning to survive, a band of artists seeking new forms of expression, a group of engineers Page 30/42

working on similar in Meaning problems, a clique of pupils ing defining their tive identity in the school,...

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practice is a term originally ning developed by Lave and Wenger (1991). Lognitive describes a learning theory with a strong relationship to the social construction of knowledge.

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Wenger in "Communities of 119 Practice", y groups of people who share a common concern, have common activities and a shared history. This is very much different from "Learning happens when people get Page 37/42

information and dosomethinganing with liteny Learningginn Doing school and from books can lack much of what is essential about learning for es Wenger.

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community was created over an ing time through a process of Doing legitimate peripheral participation.

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group of people who share aganing concern or a passion for Doing something they do, and learn how to do it better as they Interactctives regularly. This definition reflects the fundamentally social nature of Page 41/42

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