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An exploration of why we play video games despite the fact that we are almost certain to feel unhappy when we fail at them. We may think of video games as being "fun," but in *The Art of Failure*, Jesper Juul claims that this is almost entirely mistaken. When we play video games, our facial expressions are rarely those of happiness or bliss. Instead, we frown, grimace, and shout in frustration as we lose, or die, or fail to advance to the next level. Humans may have a fundamental desire to succeed and feel competent, but game players choose to engage in an activity in which they are nearly certain to fail and feel incompetent. So why do we play video games even though they make us unhappy? Juul examines this paradox. In video games, as in tragic works of art, literature, theater, and cinema, it seems that we want to experience unpleasantness even if we also dislike it. Reader or audience reaction to tragedy is often explained as catharsis, as a purging of negative emotions. But, Juul points out, this doesn't seem to be the case for video game players. Games do not purge us of unpleasant emotions; they produce them in the first place. What, then, does failure in video game playing do? Juul argues that failure in a game is unique in that when you fail in a game, you (not a character) are in some way inadequate. Yet games also motivate us to play more, in order to escape that inadequacy, and the feeling of escaping failure (often by improving skills) is a central enjoyment of games. Games, writes Juul, are the art of failure: the singular art form that sets us up for failure and allows us to experience it and experiment with it. *The Art of Failure* is essential reading for anyone interested in video games, whether as entertainment, art, or education.

"Teaching and learning communities are communities of practice in which a group of faculty and staff from across disciplines regularly meet to discuss topics of common interest and to learn together how to enhance teaching and learning. Since these teaching and learning communities can bring together members who might not have otherwise interacted, new ideas, practices, and synergies can arise. The role of librarians in teaching and learning has been reexamined and reinvigorated by the introduction of the ACRL Framework for Information Literacy for Higher Education, which offers a conceptual approach and theoretical foundations that are new and challenging. *Building Teaching and Learning Communities: Creating Shared Meaning and Purpose* goes beyond the library profession for inspiration and insights from leading experts in higher education pedagogy and educational development across North America to open a window on the wider world of teaching and learning, and includes discussion of pedagogical theories and practices including threshold concepts and stuck places; the Scholarship of Teaching and Learning (SoTL); disciplinary approaches to pedagogy; the role of signature pedagogies; inclusion of student voices; metaliteracy; reflective practice; affective, behavioral, and cognitive aspects of learning; liminal spaces; and faculty as learners. This unique collection asks each of the authors to address this question: What do we as educators need to learn (or unlearn) and experience so we can create teaching and learning communities across disciplines and learning levels based on shared meaning and purpose? Six fascinating chapters explore this question in different ways ... *Building Teaching and Learning Communities* is an entry into some of the most interesting conversations in higher education and offers ways for librarians to socialize in learning theory and begin 'thinking together' with faculty. It proposes questions, challenges assumptions, provides examples to be used and adapted, and can help you better prepare as teachers and pursue the essential role of conversation and collaboration with faculty and students."

This benchmark text provides an accessible yet critical introduction to the theory and application of communities of practice and their use in a diverse range of managerial and professional contexts, from education to human resource development. This book charts the development of the idea of communities of practice and explores the key relationship between learning and identity among: newcomers and 'old timers' male and female workers the low skilled and the high skilled professionals and managers adults and adolescents. Drawing on international empirical studies and adopting a multi-disciplinary approach, this book is useful reading for all students, researchers, practitioners and policy makers with an interest in work, employment, labour markets, learning, training or education.

The role of Corporate Social Responsibility in the business world has developed from a fig leaf marketing front into an important aspect of corporate behavior over the past several years. Sustainable strategies are valued, desired and deployed more and more by relevant players in many industries all over the world. Both research and corporate practice therefore see CSR as a guiding prin-

ciple for business success. The "Encyclopedia of Corporate Social Responsibility" has been conceived to assist researchers and practitioners to align business and societal objectives. All actors in the field will find reliable and up to date definitions and explanations of the key terms of CSR in this authoritative and comprehensive reference work. Leading experts from the global CSR community have contributed to make the "Encyclopedia of Corporate Social Responsibility" the definitive resource for this field of research and practice.

Encompassing community development, organizing, planning, & social change, as well as globalisation, this book is grounded in participatory & empowerment practice. The 36 chapters assess practice, theory & research methods.

Technology has changed what it means for communities to "be together." Digital tools are now part of most communities' habitats. This book develops a new literacy and language to describe the practice of stewarding technology for communities. Whether you want to ground your technology stewardship in theory and deepen your practice, whether you are a community leader or sponsor who wants to understand how communities and technology intersect, or whether you just want practical advice, this is the book for you.

Going Virtual: Distributed Communities of Practice contributes to the understanding of how more subtle kinds of knowledge can be managed in a distributed international environment. It describes academic work in the field of Knowledge Management, with a specific focus on the management of knowledge which cannot be managed by the normal capture-codify-store approach and hopes to answer the question, "what is the nature of the more 'subtle' kind of knowledge and how can it be managed in the distributed environment?"

Publisher Description

Every day people come together to make music. Whether amateur or professional, young or old, jazz enthusiasts or rock stars, what is common to all of these musical groups is the potential to create communities of musical practice (CoMP). Such communities are created through practices: ways of engaging, rules, membership, roles, identities and learning that is both shared through collective musical endeavour and situated within certain sociocultural contexts. Ailbhe Kenny investigates CoMP as a rich model for community engagement, musical participation and transformation in music education. This book is the first to produce a valid and reliable in-depth study of music communities using a community of practice (CoP) framework - in this case focusing on the social process of musical learning. Employing case study research within Ireland, three illustrations from particular sociocultural, genre-specific, economic and geographical contexts are examined: an adult amateur jazz ensemble, a youth choir, and an online Irish traditional music web platform. Each case is analysed as a distinct community and phenomenon offering sharpened understandings of each sub-culture with specific findings presented for each community.

This book situates learning communities in living systems and ecological perspectives. The fundamental premise is that all of human life and human activity is part of a deep planetary ecology of which mutuality and interdependence are cornerstone properties, learning and renewal are key processes, and emergent networks are foundational structures.

Most previous research on human cognition has focused on problem-solving, and has confined its investigations to the laboratory. As a result, it has been difficult to account for complex mental processes and their place in culture and history. In this startling - indeed, disorienting - study, Jean Lave moves the analysis of one particular form of cognitive activity, - arithmetic problem-solving - out of the laboratory into the domain of everyday life. In so doing, she shows how mathematics in the 'real world', like all thinking, is shaped by the dynamic encounter between the culturally endowed mind and its total context, a subtle interaction that shapes 1) Both the human subject and the world within which it acts. The study is focused on mundane daily, activities, such as grocery shopping for 'best buys' in the supermarket, dieting, and so on. Innovative in its method, fascinating in its findings, the research is above all significant in its theoretical contributions. It offers a cogent critique of conventional cognitive theory, turning for an alternative to recent social theory, and weaving a compelling synthesis from elements of culture theory, theories of practice, and Marxist discourse. The result is a new way of understanding human thought processes, a vision of cognition as the dialectic between persons-acting, and the settings in which their activity is constituted. The book will appeal to anthropologists, for its novel theory of the relation of cognition to culture and context; to cognitive scientists and educational theorists; and to the 'plain folks' who form its subject, and who will recognize

themselves in it, a rare accomplishment in the modern social sciences.

An incisive study of situated learning, analyzed through a critical theory of social practice as transformational change in everyday life.

This book offers important insights into the challenging yet rewarding journey of undertaking a PhD. Written by students, for students, the book explores a range of case studies from creative arts and humanities doctoral students, embracing a cognitive, emotional and transformational metaphor of the journey. The volume is organised around themes and concerns identified as important by PhD students, such as building resilience and working with supervisors, and includes personal stories, case studies, scholarly signposts and key take-away points relevant to all doctoral settings. With perspectives from all stages of the doctoral journey, this book is sure to become a valuable support to students and supervisors alike, as well as those working in research education and training.

In this important theoretical treatise, Jean Lave, anthropologist, and Etienne Wenger, computer scientist, push forward the notion of situated learning - that learning is fundamentally a social process. The authors maintain that learning viewed as situated activity has as its central defining characteristic a process they call legitimate peripheral participation (LPP). Learners participate in communities of practitioners, moving toward full participation in the sociocultural practices of a community. LPP provides a way to speak about crucial relations between newcomers and old-timers and about their activities, identities, artefacts, knowledge and practice. The communities discussed in the book are midwives, tailors, quartermasters, butchers, and recovering alcoholics, however, the process by which participants in those communities learn can be generalised to other social groups.

If the body of knowledge of a profession is a living landscape of practice, then our personal experience of learning can be thought of as a journey through this landscape. Within *Learning in Landscapes of Practice*, this metaphor is further developed in order to start an important conversation about the nature of practice knowledge, identity and the experience of practitioners and their learning. In doing so, this book is a pioneering and timely exploration of the future of professional development and higher education. The book combines a strong theoretical perspective grounded in social learning theories with stories from a broad range of contributors who occupy different locations in their own landscapes of practice. These narratives locate the book within different contemporary concerns such as social media, multi-agency, multi-disciplinary and multi-national partnerships, and the integration of academic study and workplace practice. Both scholarly, in the sense that it builds on prior research to extend and locate the concept of landscapes of practice, and practical because of the way in which it draws on multiple voices from different landscapes. *Learning in Landscapes of Practice* will be of particular relevance to people concerned with the design of professional or vocational learning. It will also be a valuable resource for students engaged in higher education courses with work-based elements.

Fully updated and revised, the second edition of *New Learning* explores the contemporary debates and challenges in education and considers how schools can prepare their students for the future. *New Learning, Second Edition* is an inspiring and comprehensive resource for pre-service and in-service teachers alike.

Communications technologies have been continuously integrated into learning and training environments which has revealed the need for a clear understanding of the process. The Community of Inquiry (COI) Theoretical Framework has a philosophical foundation which provides planned guidelines and principles to develop useful learning environments and guarantees successful educational experiences. *Educational Communities of Inquiry: Theoretical Framework, Research, and Practice* is an extensive reference that offers theoretical foundations and developments associated with the COI theoretical framework. This collection is a valuable source of ideas, research opportunities, and challenges for scholars and practitioners in the field of education technology.

Designing for Change brings to life decades of research in social learning theory by Beverly and Etienne Wenger-Trayner. This is a case study of the University Innovation Fellows student program, an example of how their theories have played out in higher education. While learning has historically been associated with mental acquisition of a curriculum, colleges and universities today are recognizing that our young people must leave school prepared to tackle complex, real-world problems that are not always found in textbooks. How might we provide students with opportunities to gain these necessary skills and mindsets? The learning frameworks and stories in this book will provide insights into how social

learning theory can be used to help students approach challenges head-on and create meaningful solutions that benefit everyone.

This book examines the implications of new communication technologies in the light of the most recent work in social and cultural theory and argues that new developments in electronic media, such as the Internet and Virtual Reality, justify the designation of a "second media age".

The chapters in this book provide a basis for thinking about the dynamics of Internet community building. The book will interest educators, psychologists, sociologists, and researchers in human-computer interaction.

With the future of education being disrupted and the onset of day-to-day uncertainties and challenges that have to be solved quickly, teachers are now turning to professional development communities/support communities where they can share and learn about effective practices to use in the classroom. While transitioning to blended or online learning and keeping up with the technological advances in education, these communities provide an essential backbone for teachers to rely on for support and updated knowledge on what educational practices are being utilized, how they are working, and what solutions have been found for the ever-changing climate of education. Research on the benefits and use of these communities, as well as on the latest educational practices, is essential in teacher development and student learning in the current culture of a rapidly changing educational environment. The Research Anthology on Facilitating New Educational Practices Through Communities of Learning contains hand-selected, previously published research that provides information on the communities of learning that teachers are currently involved in to seek the latest educational practices. The chapters cover the context of these communities, the benefits, and an overview of how this support is a necessary tool in today's practices of teaching and learning. While highlighting topics such as learning communities, teacher development, mentoring, and virtual communities, this book is essential for inservice and preservice teachers, administrators, teacher educators, practitioners, stakeholders, researchers, academicians, and students who are interested in how communities of practice tie into professional development, teacher learning, and the online shift in teaching.

The #1 New York Times bestseller. Over 4 million copies sold! *Tiny Changes, Remarkable Results* No matter your goals, *Atomic Habits* offers a proven framework for improving—every day. James Clear, one of the world's leading experts on habit formation, reveals practical strategies that will teach you exactly how to form good habits, break bad ones, and master the tiny behaviors that lead to remarkable results. If you're having trouble changing your habits, the problem isn't you. The problem is your system. Bad habits repeat themselves again and again not because you don't want to change, but because you have the wrong system for change. You do not rise to the level of your goals. You fall to the level of your systems. Here, you'll get a proven system that can take you to new heights. Clear is known for his ability to distill complex topics into simple behaviors that can be easily applied to daily life and work. Here, he draws on the most proven ideas from biology, psychology, and neuroscience to create an easy-to-understand guide for making good habits inevitable and bad habits impossible. Along the way, readers will be inspired and entertained with true stories from Olympic gold medalists, award-winning artists, business leaders, life-saving physicians, and star comedians who have used the science of small habits to master their craft and vault to the top of their field. Learn how to:

- make time for new habits (even when life gets crazy);
- overcome a lack of motivation and willpower;
- design your environment to make success easier;
- get back on track when you fall off course; ...and much more.

Atomic Habits will reshape the way you think about progress and success, and give you the tools and strategies you need to transform your habits—whether you are a team looking to win a championship, an organization hoping to redefine an industry, or simply an individual who wishes to quit smoking, lose weight, reduce stress, or achieve any other goal.

Presents a broad conceptual framework for thinking about learning as a process of social participation.

In this book about communities of practice in the international, higher education sector, the authors articulate the theoretical foundations of communities of practice (CoPs), research into their application in higher education, leadership roles and how CoPs sustain and support professional learning. Research demonstrates that communities of practice build professional and personal links both within and across faculty, student services and administrative and support units. This book describes how community of practice members may be physically co-located and how social media can be used to connect members across geographically diverse locations. It positions higher education communities of practice within the broader community of practice and social learning literature, and articulates the importance of community of practice leadership roles, and the growing focus on the use of social media for community of practice implementation. The multiple perspectives provide higher education leaders, academic and professional staff with the means to establish, or reflect on existing CoPs, by sharing insights and critical reflections on their implementation strategies, practical guidelines and ideas on how community of practice's theoretical underpinnings can be tailored to

the higher education context.

This book updates Social Learning Theory, offering a practical and rigorous way to develop the capacity to bring about change.

Today's marketplace is fueled by knowledge. Yet organizing systematically to leverage knowledge remains a challenge. Leading companies have discovered that technology is not enough, and that cultivating communities of practice is the keystone of an effective knowledge strategy. Communities of practice come together around common interests and expertise—whether they consist of first-line managers or customer service representatives, neurosurgeons or software programmers, city managers or home-improvement amateurs. They create, share, and apply knowledge within and across the boundaries of teams, business units, and even entire companies—providing a concrete path toward creating a true knowledge organization. In *Cultivating Communities of Practice*, Etienne Wenger, Richard McDermott, and William M. Snyder argue that while communities form naturally, organizations need to become more proactive and systematic about developing and integrating them into their strategy. This book provides practical models and methods for stewarding these communities to reach their full potential—without squelching the inner drive that makes them so valuable. Through in-depth cases from firms such as DaimlerChrysler, McKinsey & Company, Shell, and the World Bank, the authors demonstrate how communities of practice can be leveraged to drive overall company strategy, generate new business opportunities, tie personal development to corporate goals, transfer best practices, and recruit and retain top talent. They define the unique features of these communities and outline principles for nurturing their essential elements. They provide guidelines to support communities of practice through their major stages of development, address the potential downsides of communities, and discuss the specific challenges of distributed communities. And they show how to recognize the value created by communities of practice and how to build a corporate knowledge strategy around them. Essential reading for any leader in today's knowledge economy, this is the definitive guide to developing communities of practice for the benefit—and long-term success—of organizations and the individuals who work in them. Etienne Wenger is a renowned expert and consultant on knowledge management and communities of practice in San Juan, California. Richard McDermott is a leading expert of organization and community development in Boulder, Colorado. William M. Snyder is a founding partner of Social Capital Group, in Cambridge, Massachusetts.

1.1 Introduction Each year corporations spend millions of dollars training and educating their employees. On average, these corporations spend approximately one thousand dollars per employee each year. As businesses struggle to stay on the cutting-edge and to keep their employees educated and up-to-speed with professional trends as well as ever-changing information needs, it is easy to see why corporations are investing more time and money than ever in their efforts to support their employees' professional development. During the Industrial Age, companies strove to control natural resources. The more resources they controlled, the greater their competitive edge in the marketplace. Senge (1993) refers to this kind of organization as resource-based. In the Information Age, companies must create, disseminate, and effectively use knowledge within their organization in order to maintain their market share. Senge describes this kind of organization as knowledge-based. Given that knowledge-based organizations will continue to be driving force behind the economy, it is imperative that corporations support the knowledge and information needs of their workers.

"Convergence" is defined as the intertwinement of species or technologies. "Technological convergence," on the other hand, refers to a trend where a single product such as a cell phone, used in the past solely for communication, evolves into a product that functions not only as a communication device but incorporates the distinct functionalities of a number of other technologies, thereby enabling users to take pictures, listen to music, access the Web, send and receive e-mail messages, find their way, and so on, equally successfully. Social networks such as Facebook, YouTube, MySpace and LinkedIn, where users congregate, discuss certain issues, entertain themselves, and share information in textual, audio and video formats, are among the most frequented web sites. Social networks having Web 2.0 features offer personalized services, allowing users to incorporate their own content easily and describe, organize and share it with others, thereby enriching users' experience. More often than not, a capable cell phone is all you need to get access to such social networks and carry out all those tasks. Such tools tend to change our private, social and professional lives and blur the boundaries among them. In other words, our private, social and professional lives are converging, too: someone using a cell phone could be communicating with his/her friend(s), accessing information services, taking an exam using a learning management system, or conducting business.

How can you build a successful community of practice that is integrally linked to your company's strategic vision? Learn from the first-hand experience of Hubert Saint-Onge, recognized by *Fortune* magazine as a leader in the field of knowledge capital, and

co-author Debra Wallace, the people responsible for a recent project to establish a community of practice for independent agents at Clarica Life Insurance Company—voted one of the most admired knowledge enterprises in the world by practitioners and researchers. 'Leveraging Communities of Practice for Strategic Advantage' combines theory and practice to outline a model for developing successful communities of practice and proposes a direction for establishing communities of practice as an integral part of the organizational structure. Saint-Onge and Wallace relate what worked, what didn't, and why as they tell the story from inception through implementation to assessment. Whether you're developing communities of practice or want to learn how to leverage existing communities for strategic gain, this book provides you with everything you need to launch successful communities of practice in your organization.

The emergence of the National Council of Teachers of Mathematics Standards in 1989 sparked a sea change in thinking about the nature and quality of mathematics instruction in U.S. schools. Much is known about transmission forms of mathematics teaching and the influence of this teaching on students' learning, but there is still little knowledge about the alternative forms of instruction that have evolved from the recent widespread efforts to reform mathematics education. *Beyond Classical Pedagogy: Teaching Elementary School Mathematics* reports on the current state of knowledge about these new instructional practices, which differ in significant ways from the traditional pedagogy that has permeated mathematics education in the past. This book provides a research-based view of the nature of facilitative teaching in its relatively mature form, along with opposing views and critique of this form of pedagogy. The focus is on elementary school mathematics classrooms, where the majority of the reform-based efforts have occurred, and on the micro level of teaching (classroom interaction) as a source for revealing the complexity involved in teaching, teachers' learning, and the impact of both on children's learning. The work in elementary mathematics teaching is situated in the larger context of research on teaching. Research and insights from three disciplinary perspectives are presented: the psychological perspective centers on facilitative teaching as a process of teachers' learning; the mathematical perspective focuses on the nature of the mathematical knowledge teachers need in order to engage in this form of teaching; the sociological perspective attends to the interactive process of meaning construction as teachers and students create intellectual communities in their classrooms. The multidisciplinary perspectives presented provide the editors with the necessary triangulation to provide confirming evidence and rich detail about the nature of facilitative teaching. Audiences for this book include scholars in mathematics education and teacher education, teacher educators, staff developers, and classroom teachers. It is also appropriate as a text for graduate courses in mathematics education, teacher education, elementary mathematics teaching methods, and methods of research in mathematics education.

As the most comprehensive reference work dealing with knowledge management (KM), this work, consisting of 2 volumes, is essential for the library of every KM practitioner, researcher, and educator. Written by an international array of KM luminaries, its approx. 60 chapters approach knowledge management from a wide variety of perspectives ranging from classic foundations to cutting-edge thought, informative to provocative, theoretical to practical, historical to futuristic, human to technological, and operational to strategic. Novices and experts alike will refer to the authoritative and stimulating content again and again for years to come.

Social Learning Systems and Communities of Practice is a collection of classical and contemporary writing associated with learning and systemic change in contexts ranging from cities, to rural development to education to nursing to water management to public policy. It is likely to be of interest to anyone trying to understand how to think systemically and to act and interact effectively in situations experienced as complex, messy and changing. While mainly concerned with professional praxis, where theory and practice inform each other, there is much here that can apply at a personal level. This book offers conceptual tools and suggestions for new ways of being and acting in the world in relation to each other, that arise from both old and new understandings of communities, learning and systems. Starting with twentieth century insights into social learning, learning systems and appreciative systems from Donald Schön and Sir Geoffrey Vickers, the book goes on to consider the contemporary traditions of critical social learning systems and communities of practice, pioneered by Richard Bawden and Etienne Wenger and their colleagues. A synthesis of the ideas raised, written by the editor, concludes this reader. The theory and practice of social learning systems and communities of practice appear to have much to offer in influencing and managing systemic change for a better world.

This book consists of a set of studies exploring the concept of "communities of practice", which has been influential in social sciences, education, and management in recent years. Its main purpose is to emphasize the importance of areas such as language, power, and social context which are essential to understanding how communities of practice work. The concept has been a particularly influential one but has had little sustained critique, so a book of this kind is timely and necessary.

Connecting with other people, finding a sense of belonging and the need for support are natural human desires. Employees who don't feel supported at work don't stay around for long - or if they do, they quickly become unmotivated and unhappy. At a time when organisational structures are flattening and workforces are increasingly fluid, supporting and connecting people is more important than ever. This is where organisational communities of practice come in. Communities of practice have many valuable benefits. They include accelerating professional development; breaking down organisational silos; enabling knowledge sharing and management; building better practice; helping to hire and retain staff; and making people happier. In this book, Emily Webber shares her learning from personal experiences of building successful communities of practice within organisations. And along the way, she gives practical guidance on creating your own.

This book gathers the Proceedings of the 20th International Conference on Interactive Collaborative Learning (ICL2017), held in Budapest, Hungary on 27-29 September 2017. The authors are currently witnessing a significant transformation in the development of education. The impact of globalisation on all areas of human life, the exponential acceleration of technological developments and global markets, and the need for flexibility and agility are essential and challenging elements of this process that have to be tackled in general, but especially in engineering education. To face these current real-world challenges, higher education has

to find innovative ways to quickly respond to them. Since its inception in 1998, this conference has been devoted to new approaches in learning with a focus on collaborative learning. Today the ICL conferences offer a forum for exchange concerning relevant trends and research results, and for sharing practical experience gained while developing and testing elements of new technologies and pedagogies in the learning context.

It has long been an interest of researchers in economics, sociology, organization studies, and economic geography to understand how firms innovate. Most recently, this interest has begun to examine the micro-processes of work and organization that sustain social creativity, emphasizing the learning and knowing through action when social actors and technologies come together in 'communities of practice'; everyday interactions of common purpose and mutual obligation. These communities are said to spark both incremental and radical innovation. In the book, leading international scholars critically examine the concept of communities of practice and its applications in different spatial, organizational, and creative settings. Chapters examine the development of the concept, the link between situated practice and different types of creative outcome, the interface between spatial and relational proximity, and the organizational demands of learning and knowing through communities of practice. More widely, the chapters examine the compatibility between markets, knowledge capitalism, and community; seemingly in conflict with each other, but discour-

sively not. Exploring the frontiers of current understanding of situated knowing and learning, this book is for all those interested in the economic sociology of organizational creativity and knowledge capitalism in general.

This book draws on the experience of people who have worked with CoPs and presents their combined wisdom in a form that is accessible to a wide audience. CoPs are examined from a practical view. The book also examines the benefits that CoPs can bring to an organization, provides a number of case studies, lessons learned and sets of guidelines. It also looks at virtual CoPs and to the future by asking 'what next?'

This book presents a theory of learning that starts with the assumption that engagement in social practice is the fundamental process by which we get to know what we know and by which we become who we are. The primary unit of analysis of this process is neither the individual nor social institutions, but the informal 'communities of practice' that people form as they pursue shared enterprises over time. To give a social account of learning, the theory explores in a systematic way the intersection of issues of community, social practice, meaning, and identity. The result is a broad framework for thinking about learning as a process of social participation. This ambitious but thoroughly accessible framework has relevance for the practitioner as well as the theoretician, presented with all the breadth, depth, and rigor necessary to address such a complex and yet profoundly human topic.