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Actionable Strategies for Effective Communities of Practice (CoP): A Case Study of a 6-month CoP implementation

Mark Chia Mingde, Cindy Yen and Harjit Kaur
Centre for Educational Development
Republic Polytechnic, Singapore

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Academic Mentors
colleagues undergoing in-house certification programmes.

Curators of lesson packages and lesson observation video exemplars.

Academic Role Models (ARMs)

School of Hospitality

- 5 Diplomas
- 80 full-time staff
- Ave. 15 years of hospitality experience

(Republic Polytechnic, 2018)



Academic Mentors for the quality of curriculum materials and assessment papers prior to approval by Programme Chairs.

Academic Advisors (AAs)



Joint Polytechnic Terms

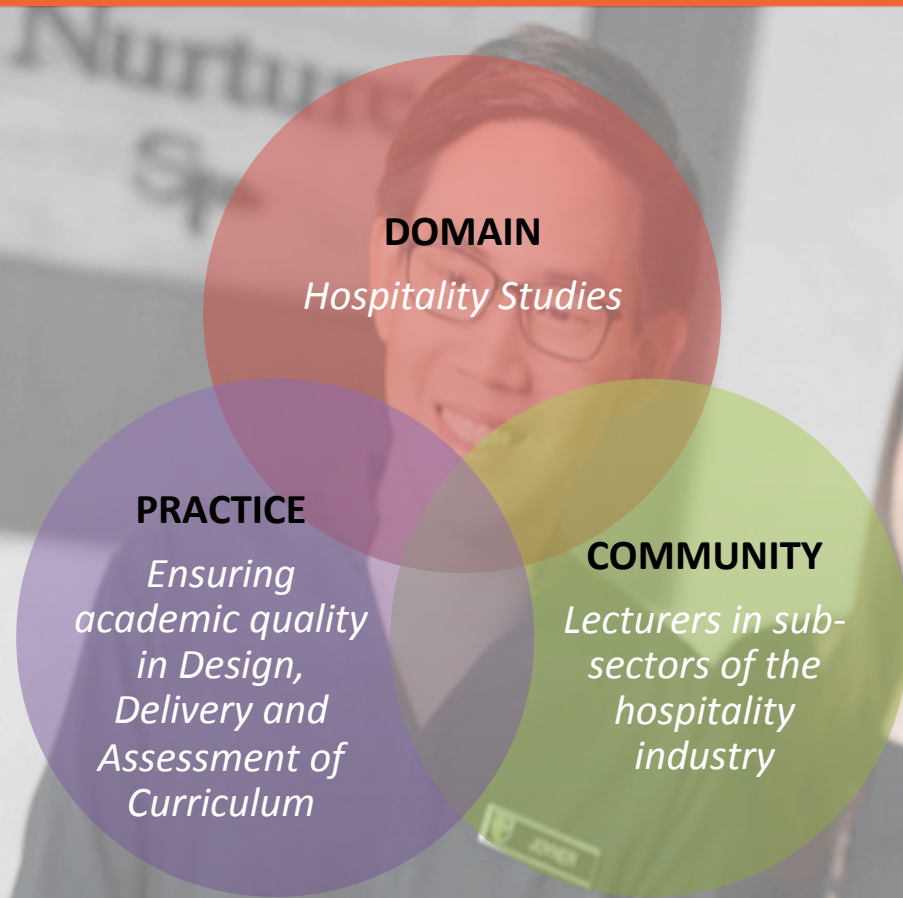
SOH Terms

Role	Summary
Class Leader (PET/ CET lecturers)	To lead learners and influence learning within the classes assigned
Module Leader (PCr/ MC/ co-MC)	To lead module design in relation to the course/ programme, influence the learning experience in the module and ensure the quality of teaching and assessment in the module
Module Cluster Leader (Module Mentors for a group of modules)	To oversee the design and alignment of the cluster of modules in relation to the course/ programme, influence the learning experience across the module cluster, and ensure the quality of teaching and assessment in the module cluster
Course Leader (PC/ APC/ PH)	To lead course/ programme design in alignment with industry trends and national and polytechnic directions, and to ensure the quality of learning experience and outcomes and the teaching and assessment in the course/ programme
School Leader (DD/ AD/ PL)	To oversee T&L directions of the school, ensure the quality of courses and outcomes and the teaching and assessment in the school, and provide T&L development for staff

Academic
Role
Models
+
Academic
Advisors

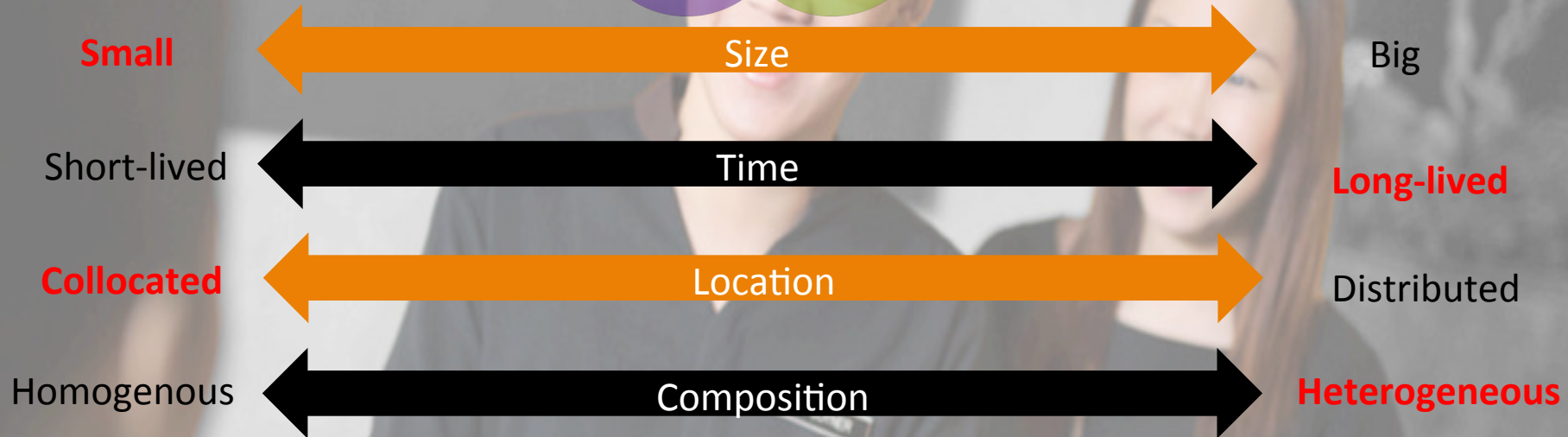
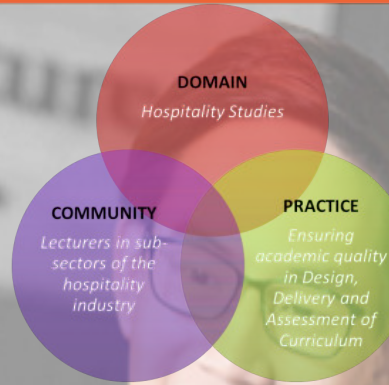


CoP Literature: Application to SOH CoP



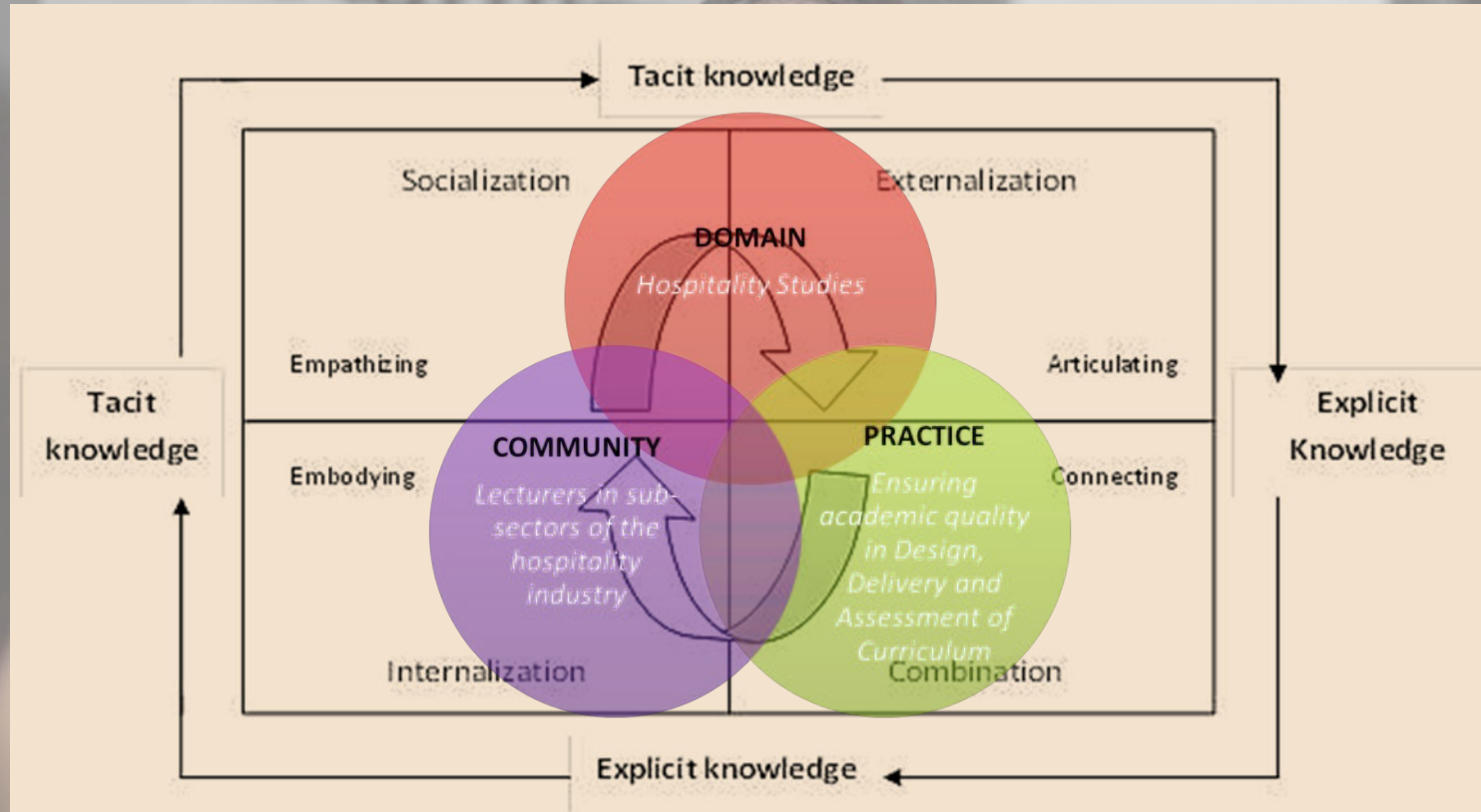
(Wenger, McDermott & Synder, 2002)

CoP Literature: Application to SOH CoP



(Wenger, McDermott & Synder, 2002)

Literature: Application to SOH CoP



(Nonaka & Takeuchi, 1995)

Learning Needs Analysis for CoP Sessions



Online Questionnaire Survey

Overall Comparison of confidence in aspects of academic work (n=15).

Aspects of Academic Work	Sample Mean (M)	Standard Deviation (SD)
Curriculum Design	2.68	0.59
Curriculum Delivery	2.96	0.40
Assessment	2.7	0.54
Overall	2.78	0.53

Focus Group Discussions

Participants were keen to learn about good practices and challenges faced by other SOH diplomas and to develop common standards that apply across all SOH modules, regardless of diploma.





Common Topics (both AAs and ARMs)

•Curriculum Design
Crafting Effective
Learning Outcomes

May

•Curriculum Design:
Crafting engaging
lesson triggers,
Scope and
Sequencing

June

Specialist Topics (For AAs)

•Assessment
Planning:
Evaluating Validity
of Test Planning

July

•Assessment
Crafting: Evaluating
Validity of Test
Items

Aug

•Assessment
Crafting: Reviewing
and recrafting test
items

Oct

Specialist Topics (For ARMs)

•Curriculum Delivery I:
Dimensions of
Effective Teaching and
Learning

Aug

•Curriculum Delivery
II: Critique of
Teaching practices

Oct

(Chia, Yen and Kaur, 2018)



Forming the Community: CoP Roles



'Sponsor'(s):

Management level leadership

Example from our CoP

Assistant Director
(Academic) from the School
of Hospitality (SOH)

Resource Persons:

Experts in specific domains

Example from our CoP

Domain Experts e.g.
Chairpersons from the
Certificate in Facilitation
panel.



Moderators:

Facilitates and coordinates

Example from our CoP

Staff from Centre for
Educational Development
(CED)

Members:

Participants in the community

Example from our CoP

Academic Advisors/
Academic
Role Models from SOH

The CoP role terminology was adapted from Probst and Borzillo (2008).

Overview of each CoP Session



Rooted in authentic work samples sources from the School of Hospitality
e.g. assessment papers, lesson packages, lesson observation videos

Virtual Community of Practice



Office 365 SharePoint

School of Hospitality: Learning Together 2018
Phubgroup 2 members

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CoP4 (for AAAs) Assessment (Crafting Good Questions/Answers)
Step 1: Read the Guidelines for Crafting Short Response Questions Step 2: Apply the same Guidelines to the following 1233 ESE Paper: Learning Outcomes and TOS (or ref.).
Main Doc/Mingde August 16

CoP4 (for AAAs) Part II: Coaching Candidates for Fac. Cert.
Step 1: Watch the videos (please pause yourself) instead.
Main Doc/Mingde August 16

CoP3 (for AAAs) Part I: Coaching Candidates for Certificate in Lesson Design AND Certificate in Facilitation
Main Doc/Mingde July 19

CoP3 (for AAAs) Assessment (Part 1: Planning the Big Picture)
Step 1: Watch the video recap of Table of Specifications.
Main Doc/Mingde July 13

Activity

Front Page of SOH CoP Webpage

CoP 3 (for AAs): Assessment (Part 1: Planning the Big Picture)

Step 1: Watch the video recap of Table of Specifications (a.k.a Test specifications or Test blueprint).

Table of specification

Now, we will make one.

Okay!

Virtual CoP (Videos)

Step 2: Briefly read through both the MSA and ESE Table of Specifications.
Tip: By clicking the menu icon below, you can download the entire file and open the respective embedded assessment paper (last page) for reference.

REPUBLIC POLYTECHNIC

MSA TABLE OF SPECIFICATIONS

Module Code: 1023
Module Name: Hospitality Revenue Management

1. Lesson Objectives to be Met
(1) Module outcomes

REPUBLIC POLYTECHNIC

ESE TABLE OF SPECIFICATIONS

Module Code: 1023
Module Name: Hospitality Revenue Management

1. Lesson Objectives to be Met
(1) Module outcomes

Virtual CoP (Exam Paper Critique)

Step 4: [Click](#) and post your response in the discussion thread on the right!

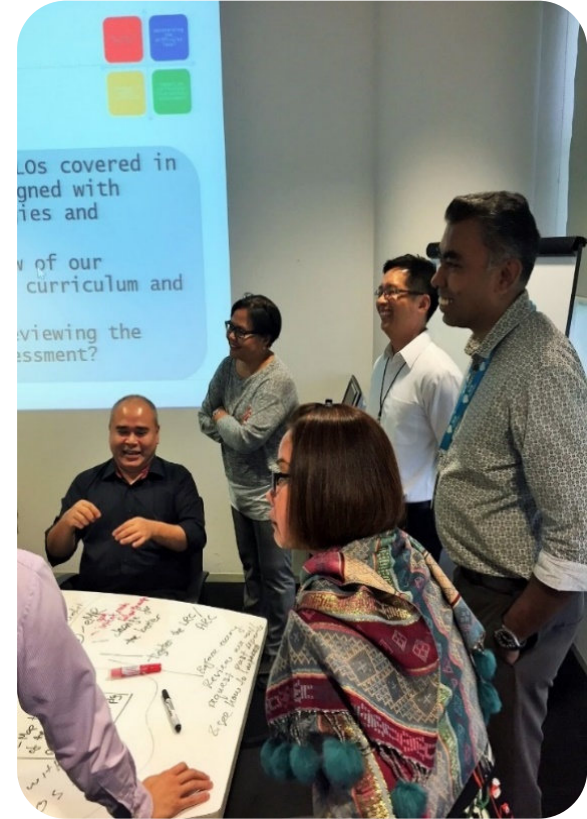
Click me!!
Post to Yammer

Mark, Mingde Chia
Last reply July 16

What are your views on the planning of the MSA/ESE for the sample ass...
Mark, Mingde Chia: Hi Ross! Hi Albin, helping you to upload. Let me show you when we meet next week...

Virtual CoP (Discussion Forum)

Physical Community of Practice



Physical Community of Practice



4. 6th P / lecture notes

1 - Should the 6th P provide the "expert" answers to the trigger?
 2 - Should the 6th P cover all the LOs?
 3 - Should the 6th P show application in other contexts?

"Expert" answer - not quite... it changes with time
 EXPLAIN - "acceptable" answer
 - should convey idea of variety in the ideal answer.
 EXPLORE - challenge student to apply to other contexts
 (aging, Population, premium segments)
 Overall story, the sequencing of the different concepts as a coherent whole
 (e.g. the module on ES had some difficulties with this)
 Closure - connection between concepts & context (trigger)
 weak part - focus on data, not N concepts/applications

3. Scaffolding Methods

- How to apply SE effectively in designing course materials? Should all SE be included? Are there other instructional design models beside SE model?
- What is a good scaffold?
- What are the different ways to scaffold beyond asking questions?
- Should the LOs and content be at the same sequence?
- Should all LOs be scaffolded equally?

1. Flexibly
 Typical sequence - 1 Engage (not necessary) 2 Explore 3 Explain 4 Elaborate 5 Evaluate
 IE → 2E → 3E → 4E → 5E
 IE → 2E → 3E → 4E → 5E
 3E → 2E → 1E → 4E → 5E

2. Ideal tools & strategy / systematic related to help students learn LO to learning new knowledge

3. g. Tools - gas, pics, video, audio-pre-reading/activity...
 g. Sty - compare/contrast, analogy, categorise, matching, debates, evaluate

4. Yes, in most cases.
 5. No.

Q1 - difficulty level
 ↳ competent only
 (because can only be extracted)
 ↳ no real analysis (lifted from answer)
 ↳ identify (competent) explain (proficient)
 ↳ indicate exactly where is competent/proficient.
 ↳ ensure you check if they've learnt it before.
 ↳ not suitable for exams. (opportunities/threats require research prior knowledge)
 ↳ "tall order" → some e.g. "season" answers
 ↳ cue words ("Explain") ↳ ensure MC is clear. ↳ have there been practice
 ↳ Done most task

From Community to Workplace Practice



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School of Hospitality- Learning Together 2018 N...	
CoP Session 2 (Instru...	CoP 2 Session Notes: Heur...
CoP Session 3 (For AR...	Photo Notes
CoP Session 4 (For AA...	Handouts
CoP Session 1 (Learnin...	Photos (Learning In Action)
CoP Session 3 (For AA...	

CoP 2 Session Notes: Heuristics for Good Lesson Design

Wednesday, July 4, 2018 9:14 AM

What is an effective use of prior knowledge?

1. Prior knowledge is activated NOT JUST in learning phase 1, but throughout all three phases (e.g. questions in worksheet, questions posed to group during the presentation phase).
2. The tool of pre-readings (common in IS and less so in PBL) should
 - a. Be accompanied by guiding questions for students to read with a purpose
 - b. Be followed by an activity to check for understanding; options:
 - i. Quiz (can be counted towards daily grade)
 - ii. Summarizing activity
 - iii. Discussion in class
3. Choice of pre-reading: should be short and sweet
 - a. Options: Not just text but videos (i.e. instead of pre-reading; watch a pre-video); reading/viewing time must be bite-sized.
4. Prior knowledge is the starting point of any scaffold (to move from novice to expert); The starting point must be selected based on
 - a. What 17 to 19 years in RP typically know/ experience (not what experts assume to be common knowledge)
 - b. What year is the module (Year 1 or 3)
 - c. What point in the module (P1 or P7 or P10)
 - d. The nature of the module (some modules in CA, each lesson is a

From Community to Workplace Practice



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School of Hospitality- Learning Together 2018 N...

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- CoP Session 3 (For AR...
- CoP Session 4 (For AA...
- CoP Session 1 (Learnin...
- CoP Session 3 (For AA...

+ Section + Page

COP4 (for AAs): Assessment (Vetting Questions/ Answer Schemes)

Thursday, August 16, 2018 9:36 AM

General Pointers

Considerations for varying difficulty level of a question:

1. Contextual – Is the context familiar based on the typical students' prior knowledge and experience (in the classroom after attending the lessons)?
2. Conceptual – Is the concept by nature more difficult?
3. Cognitive tasks – how different are the cognitive demands e.g. IDENTIFY vs ANALYSE?

SOH Checklist for Vetting Questions (for input from AAs)

Performance Criteria	Competent (state examples/ reasons)	Not Yet Competent (state examples/ reasons)	Suggested improvements
The questions in this paper reflect the curriculum time spent. (e.g. Does the ESE paper test primarily Week 8 to 13? Or does it focus on pre-MSA information? What is the signal sent to students e.g. don't have to come to school after MSA since topics aren't tested?)			



Interviews

Focus Group

One-on-one

Sampling

Purposive

N=7

Coding

**Members Check
to ensure validity**

**Grounded
Approach**

**CoP Literature on
CoP components**

Actionable Design Considerations



(Chia, Yen and Kaur, 2018)

Centre for Educational Development, Republic Polytechnic





Implementation of modified internal SOPs for Lesson Design and Assessment

*

Monitor implementation with module chairs

*

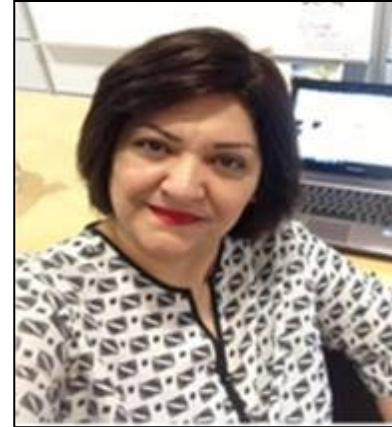
Refine model for the intentional formation of CoPs and test it out on other Schools in RP



Mark



Cindy



Harjit

For more information, please contact:

mark_chia_mingde@rp.edu.sg

Centre for Educational Development
Republic Polytechnic, Singapore

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School of Hospitality

Mr. Chris Thomas, Assistant Director (Academic), School of Hospitality, Republic Polytechnic

Mr. Thomas Lazzerine, Programme Chair (Work-Learn Programme), School of Hospitality

Academic Advisors and Academic Role Models, School of Hospitality

*

Centre for Educational Development

Dr. Anthony Leow, Assistant Director (Capability & Industry)

Mr. Kiu Cheong Mau, Principal Lecturer

Dr. Loke Han Ying, Senior Lecturer

Mr. Song Boon Khing, Lecturer

Dr. David Kwok, Senior Lecturer