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## Leading the University wide development of learning and teaching using a network of communities of practice

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### Keywords

University conversation approach, community of practice, hierarchical structure, curriculum design, classroom practice

### Abstract

*This work describes an innovative practitioner led methodology for a coordinated and whole University approach to the development of learning and teaching practice. Building on a 'University Conversation' (Almond, 2014) approach for generating strategy through mass collaboration, we have used Wenger's (2006) notion of the community of practice to create a network of participatory spaces for dialogue and practice focused innovation.*

*Constructed around a nested hierarchical structure, the Liverpool Hope University Network of Communities of Practice was created in collaboration with the whole University and organized through a 'University Conversation'. The resulting structure comprises six main communities of practice with several more granular communities within them. These communities are organised around the domains of Curriculum Design, Educational Technology, Classroom Practice, Assessment and Feedback, Student Experience and Learning outside the Classroom and now act as the core developmental spaces for the targeted development of learning and teaching across the University.*

*Principally, this methodology is designed to allow key leaders within the University to shape Learning and Teaching practice in ways that are aligned with University priorities, whilst allowing practitioners to retain ownership of the process of developing their practice at the local level. In doing so, innovation in learning and teaching transcends the isolated 'significant networks' (Roxå & Mårtensson, 2011) where these kinds of innovative discussions normally take place. Finally, a number of case studies from the Community of Practice Network are presented that illustrate the institutional culture change that has taken place and aim to provide real world examples of how institution wide development of Learning and Teaching can arise from practitioner led innovation and transformational leadership.*

### References

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