

encore+

European Network for Catalysing
Open Resources in Education

DECriS

The role of educational networks in times of crises and introduction to the ENCORE+ network

DECriS Multiplier Event, November 25, 2022

Fiona Schmidbauer, Baden-Wuerttemberg Cooperative State University Germany
with contributions from ENCORE+ project members

This project has been funded with support from the European Commission. This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

This document is licensed under a [Creative Commons Attribution-ShareAlike 4.0 International license](https://creativecommons.org/licenses/by-sa/4.0/) except where otherwise noted.

Co-funded by the
Erasmus+ Programme
of the European Union



Covid-19 as educational crisis

Covid-19

Disruption of students' academic progress

*“We speak of crisis when **a threat** is perceived against the **core values***

Traditional face-to-face lectures

Institutionalized education

*or **life-sustaining functions** of a **social system**, which requires*

Sudden adoption of new teaching methods

urgent remedial action under conditions of deep uncertainty.”

Unfamiliar technical, paedagogical and organizational problems

(Ansell et al., 2010, p.196, based on Rosenthal et al., 1989)

Covid-19 as the educator's crisis

- Covid-19 deeply disrupted educational systems
- „While the educational systems across the globe suffer from disorder, turbulence and instability, **the safety valve remains to be the teacher**” (Ghamrawi, 2022, p. 5890)
- **Teachers** were forced to respond quickly (Anne-Marie Chase & Pauline Taylor-Guy, 2020)
- Main tool to engage students was **technology** (NCES, 2022; Statista, 2022)

Educator networks as response

- Many **educators felt insecure and left alone** with the sudden switch to digital teaching; tools and methods provided by institutions and governments **did not meet the educators' needs** (Ghamrawi, 2022)
- **Building of communities of practice** to face challenges together

Communities of Practice (CoPs)

- association of people who **share a common concern, problem or passion** for a particular subject area (Wenger & Snyder, 2000)
- contain individuals with similar interests who stay in contact **over longer periods of time** and **engage in joint activities** to varying degrees (Nistor, 2010)
- exist through their **exertion in practice**: as members of a knowledge community share information with each other, a **process of interaction and social practice** is created (Wenger, 1998)
- **grow through the experience of their members** and their **willingness to share** their knowledge with each other (Nistor, 2010)

Teacher CoPs during Covid-19

- can emerge **spontaneously as a problem-solving activity** or be **initiated for a specific purpose** (Nistor, 2010)
- Two examples:
 - 1) Teacher **CoP of K-12 teachers** which was built by a teacher themselves **due to Covid-19**: 914 members (Ghamrawi, 2022)
 - 2) Already **existing CoP at a higher ed. institution** which was originally **instated by the institution** to develop and spread innovative teaching methods and was **repurposed to a support network** when Covid-19 hit: 423 members (Bolisani et al., 2021)

Reported effects of the CoPs during Covid-19

- (...) “the **voluntary nature** of the CoP and its **flexible governance** allowed the CA [CoP] to adapt to the changes required by the crisis quickly” (Bolisani et al., 2021, p. 457)
- Support and improvement of teaching activities on a daily basis (**vs. limited processes in a more restricted context**) (ibid., p. 457)
- **Motivational** support (rather than technical) (ibid., p. 457)
- **Quick and effective dealing with difficulties** due to sharing and **exchanging best practices** with each other (ibid., p. 457)
- CoP as **tool for professional development** (ibid., p. 457; Ghamrawi, 2022, p. 5910)
- Strengthened **feeling of belonging** to the teacher community (ibid., p. 5901) → more visibility in the institution and increase of expected self-efficacy to respond to crises as a community (Bolisani et al., 2021, p. 457)

Take-aways: Requirements for CoPs during crises

- **Institutional support, recognition and legitimization** (Bolisani et al., 2021, p. 457)
- Visible and effective **leadership** (Ghamrawi, 2022, p. 5910)
- Means to strengthen **intra-CoP relationships** (ibid., 2022, p. 5910)
- **Technical infrastructure** (internet, devices) (ibid., 2022, p. 5910)
- **Up to date, high-quality resources** that **match diverse needs**, paces and levels and allow **synchronous and asynchronous learning** (ibid., 2022, p. 5910)
- **Room for discourse** and collective thinking (+ technical solution) (ibid., 2022, p. 5910)
- **Establishment of CoP before crises** to ensure working infrastructure, communication processes and member trust when crises hit (ibid., 2022, p. 5910)

ENCORE+

The European Network for Catalysing
Open Resources in Education

<https://encoreproject.eu/>



ENCORE+

ENCORE+ is a Knowledge Alliance project funded by the European Commission under Erasmus+

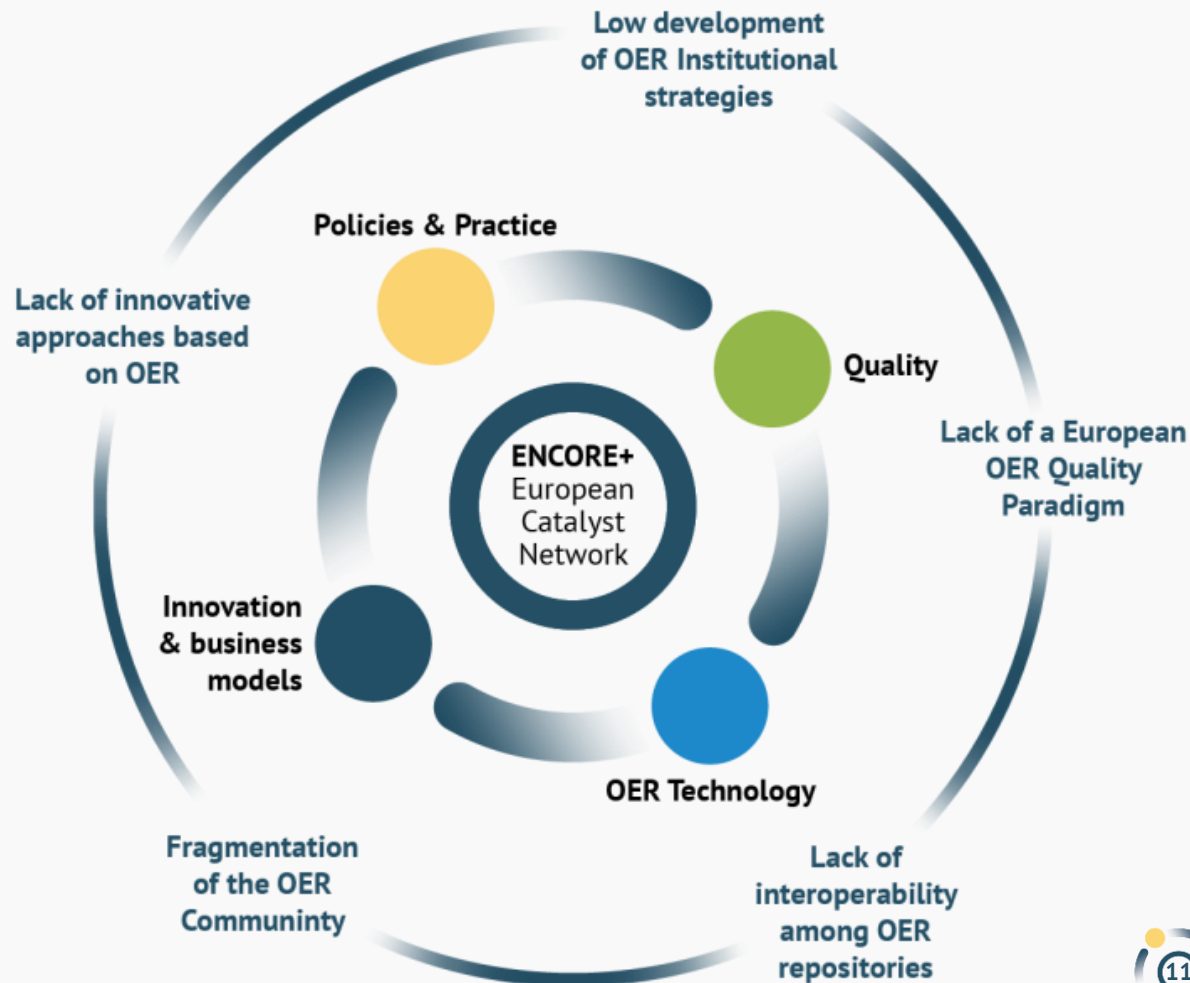
Supporting the uptake of open educational resources (OER)

Catalysing and sharing innovative practices across education and business

Developing stakeholder communities for knowledge exchange

ENCORE+ Ecosystem

ENCORE+ will function as a **network catalyst** for a socio-technical ecosystem. That means that ENCORE+'s main mission will be to amplify existing OER initiatives, projects, platforms and networks by integrating them across the four thematic *Circle* strands and three crosscutting integration events.



Partners



Joubel

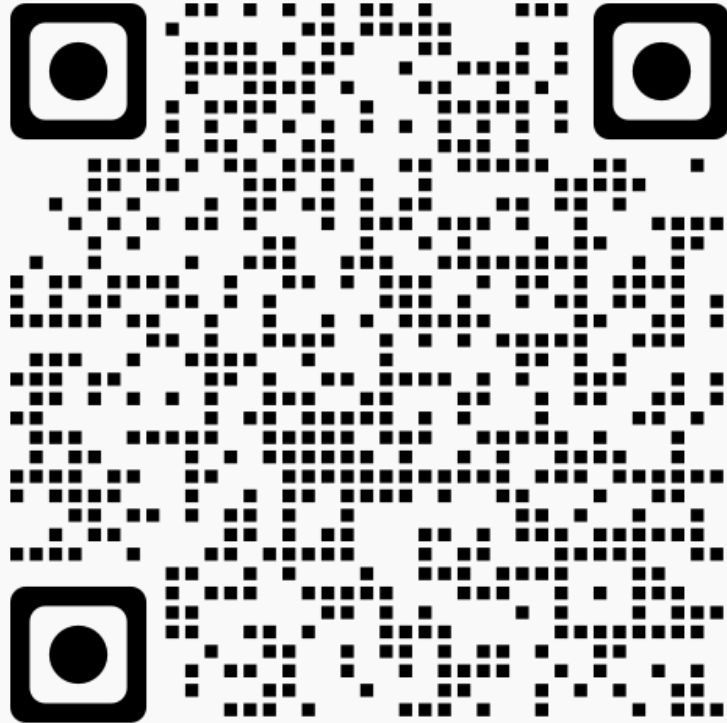


- International Council for Distance Education (Norway)
- Baden-Wuerttemberg Cooperative State University (Germany)
- The Open University (UK)
- Universidad Internacional De La Rioja (Spain)
- Knowledge 4 All Foundation (UK)
- Joubel (Norway)
- Fondazione Politecnico di Milano (Italy)
- Instructure Global (UK)
- Dublin City University (Ireland)

ENCORE+ Background and Rationale

- ENCORE+ works towards a **coordinated European approach** strengthening the value of OER as a catalyst and multiplier: moving from a series of individual OER initiatives into a **European OER Ecosystem**
- ENCORE+ seeks to establish an **integrated European OER university-business network** able to identify, catalyse and share best practices
- ENCORE+ **supports uptake of OER** through business and academia by formulating **value propositions and implementation strategies for using OER** in education, training and business

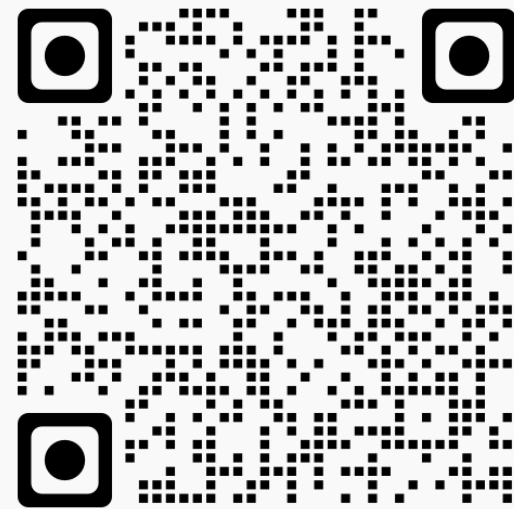
Position Papers and Project Publications



<https://encoreproject.eu/resources/>

Supporting ENCORE+

- Come to our Network Events
- Invite 5 personal contacts to join
- Subscribe to project channels (LinkedIn, newsletter, blog) <https://encoreproject.eu/news>
- Share your experiences and inspiration!

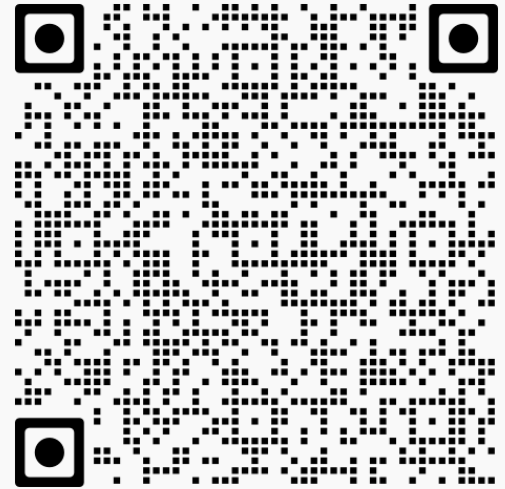


Join the network on LinkedIn!

How does OER fit in?



How does OER fit in?



EDEN #onlinetogether

Questions?

or share your experience:

- (How) did networks help you during the pandemic (or other crises)?



Join the ENCORE+
Network on LinkedIn!

References

- Anne-Marie Chase, & Pauline Taylor-Guy (2020). Covid-19: Continuity of teaching and learning – an evidence-based approach. *Teacher Magazine*. https://www.teachermagazine.com/au_en/articles/covid-19-continuity-of-teaching-and-learning-an-evidence-based-approach
- Ansell, C., Boin, A., & Keller, A. (2010). Managing Transboundary Crises: Identifying the Building Blocks of an Effective Response System. *Journal of Contingencies and Crisis Management*, 18(4), 195–207. <https://doi.org/10.1111/j.1468-5973.2010.00620.x>
- Bettiol, M., & Sedita, S. R. (2011). The role of community of practice in developing creative industry projects. *International Journal of Project Management*, 29(4), 468–479. <https://doi.org/10.1016/j.ijproman.2011.01.007>
- Bolisani, E., Fedeli, M., Bierema, L., & Marchi, V. de (2021). United we adapt: communities of practice to face the CoronaVirus crisis in higher education. *Knowledge Management Research & Practice*, 19(4), 454–458. <https://doi.org/10.1080/14778238.2020.1851615>
- Ghamrawi, N. (2022). Teachers' virtual communities of practice: A strong response in times of crisis or just another Fad? *Education and Information Technologies*, 27(5), 5889–5915. <https://doi.org/10.1007/s10639-021-10857-w>
- NCES. (2022, November 23). *Fast Facts: Distance learning*. <https://nces.ed.gov/fastfacts/display.asp?id=80>
- Nistor, N. (2010). Knowledge communities in the classroom of the future. In K. Mäkitalo-Siegl, J. Zottmann, F. Kaplan, & F. Fischer (Eds.), *Classroom of the future. Orchestrating collaborative spaces* (pp. 163–180). Sense.
- Statista. (2022, November 23). *Corona-Krise: Mediennutzung im Abijahrgang '21 nach Medienart* | Statista. <https://de.statista.com/statistik/daten/studie/1235313/umfrage/corona-krise-mediennutzung-im-abijahrgang-21-nach-medienart/>
- Wenger, É. (1998). *Communities of practice: Learning, meaning, and identity*. Cambridge University Press.
- Wenger, É., & Snyder, W. (2000). Communities of Practice: The Organizational Frontier. *Harvard Business Review*, 01/2000, 139–146.



European Network for Catalysing
Open Resources in Education

Website

For further and updated information
about this project please see:

www.encoreproject.eu

Contacts

Fiona Schmidbauer, DHBW Karlsruhe
fiona.schmidbauer@dhbw-karlsruhe.de

info@encoreproject.eu

Project partners:

