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Communities of practice : learning, meaning and identity A while ago I started reading Communities of Practice by Etienne Wenger. I am now writing this blog because I see us, teachers, trying to get a hold of the digital world, as a Community of Practice, and I feel it would benefit all of us to know a little more about this subject.

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Power is described as an immanent and productive aspect of social practice. Communities of practice are therefore considered sites of belonging, identity and change as well as sites of conflict, exclusion, and reification. That said, there are also differences between e.g. Lave & Wenger's work (Lave & Wenger, 1991) and Foucault (Foucault, 1990).

For individuals, it means that learning is an issue of engaging in and contributing to the practices of their communities. For communities, it means that learning is an issue of refining their practice and ensuring new generations of members. 8 Prologue: Contexts For organizations, it means that learning

is an issue of sustaining the

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participation in communities of practice” (Lave & Wenger, 1991, p. 49). In his groundbreaking 1998 book, “ *Communities of practice: Learning, meaning, and identity*,” focusing on workplace learning, Wenger expanded upon this idea of CoP, articulating how social resources shape

Communities of practice: Learning, meaning, and identity. *communities of practice learning meaning* *Communities of Practice* can be defined, in part, as a process of social learning that occurs when people who have a common interest in a subject or area collaborate over an extended period of time,

sharing ideas and Communities Of Practice Learning

Power is described as an immanent and productive aspect of social practice. Communities of practice are therefore considered sites of belonging, identity and change as well as sites of conflict, exclusion, and reification. That said, there are also differences between e.g. Lave & Wenger's work (Lave & Wenger, 1991) and Foucault (Foucault, 1990).

Communities of Practice: Learning, Meaning, and Identity (Learning in Doing: Social, Cognitive and Computational Perspectives series) by Etienne Wenger. 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.

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