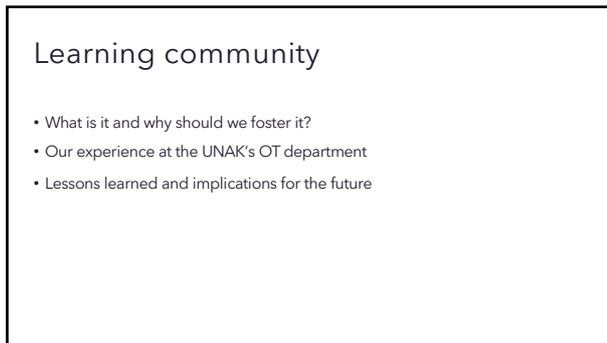
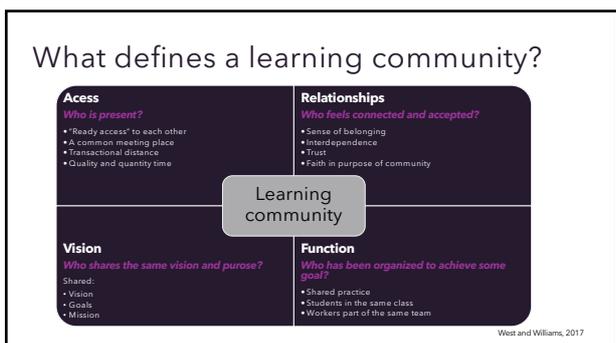




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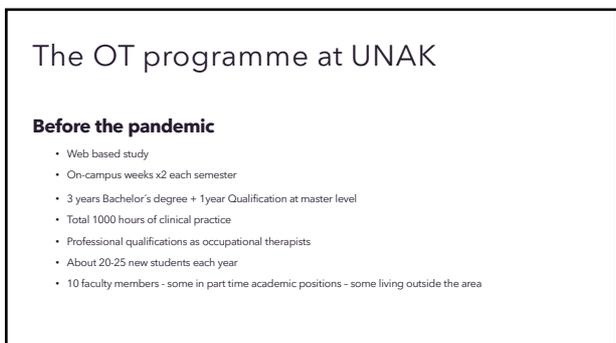
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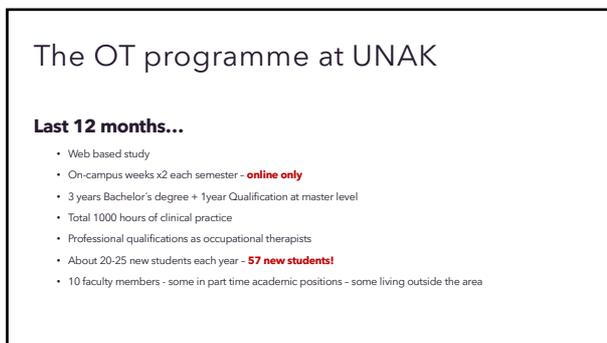
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But we experienced...

- Less tolerance and increased tendency to fatigue
- Increased awareness of the importance of a strong learning community
- Emergence of diverse ways to communicate and promote sense of belonging

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Our attempts to strenghten the learning community

<p>Access <i>Who is present?</i></p> <ul style="list-style-type: none"> • "Ready access" to each other • A common meeting place • Transactional distance • Quality and quantity time 	<p>Relationships <i>Who feels connected and accepted?</i></p> <ul style="list-style-type: none"> • Sense of belonging • Interdependence • Trust • Faith in purpose of community
<p>Vision <i>Who shares the same vision and purpose?</i></p> <p>Shared:</p> <ul style="list-style-type: none"> • Vision • Goals • Mission 	<p>Function <i>Who has been organized to achieve some goal?</i></p> <ul style="list-style-type: none"> • Shared practice • Students in the same class • Workers part of the same team

Learning community

West and Williams, 2017

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Access

- Provide and use reliable and transparent platform to meet and share information
- Afford rich interaction opportunities and facilitate active participation
- Selection of web-based tools for communication, interaction and collaboration
- Expect and require „presense“

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Relationships

- Diverse teaching methods, assignments and assessment allowing for discussion and exchange of information, experience and ideas
- Seek feedback from students - listen to their concerns while supporting them to take responsibility for their learning

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Vision

- Course planning in accordance with the learning objectives, keeping them prominent and in line with the common goal of becoming a competent practitioner
- Emphasize student's awareness of their academic goals and methods for acquiring knowledge and competence
- Actively practise and develop collaboration and teamwork skills

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Functions

- Create collaborative environment
- Acknowledge the need for social activities and having fun

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Lessons and implications

Mentality

- Making an active effort towards building a strong learning community
- Value partnership and student centered practise

Structure

- Organization, consistency and transparency
- Flexibility and creative thinking

Technology

- Access to web-based technical solutions (and IT support) that are consistent, user friendly and work without (major) trouble

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References

West, R.E. and Williams, G.S. (2017), „I don't think that word means what you think it means": A proposed framework for defining learning communities. *Educational Technology Research and Development*, 65:1569-1582 <https://doi.org/10.1007/s11423-017-9535-0>

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