

# Places of Learning but not Learning Organisations?

Developing an Institutional Memory Bank to Support a Network of Communities of Practice.



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Teaching Excellence Framework  
**TEF**  
Gold  
LIVERPOOL HOPE UNIVERSITY  
Est. 1844

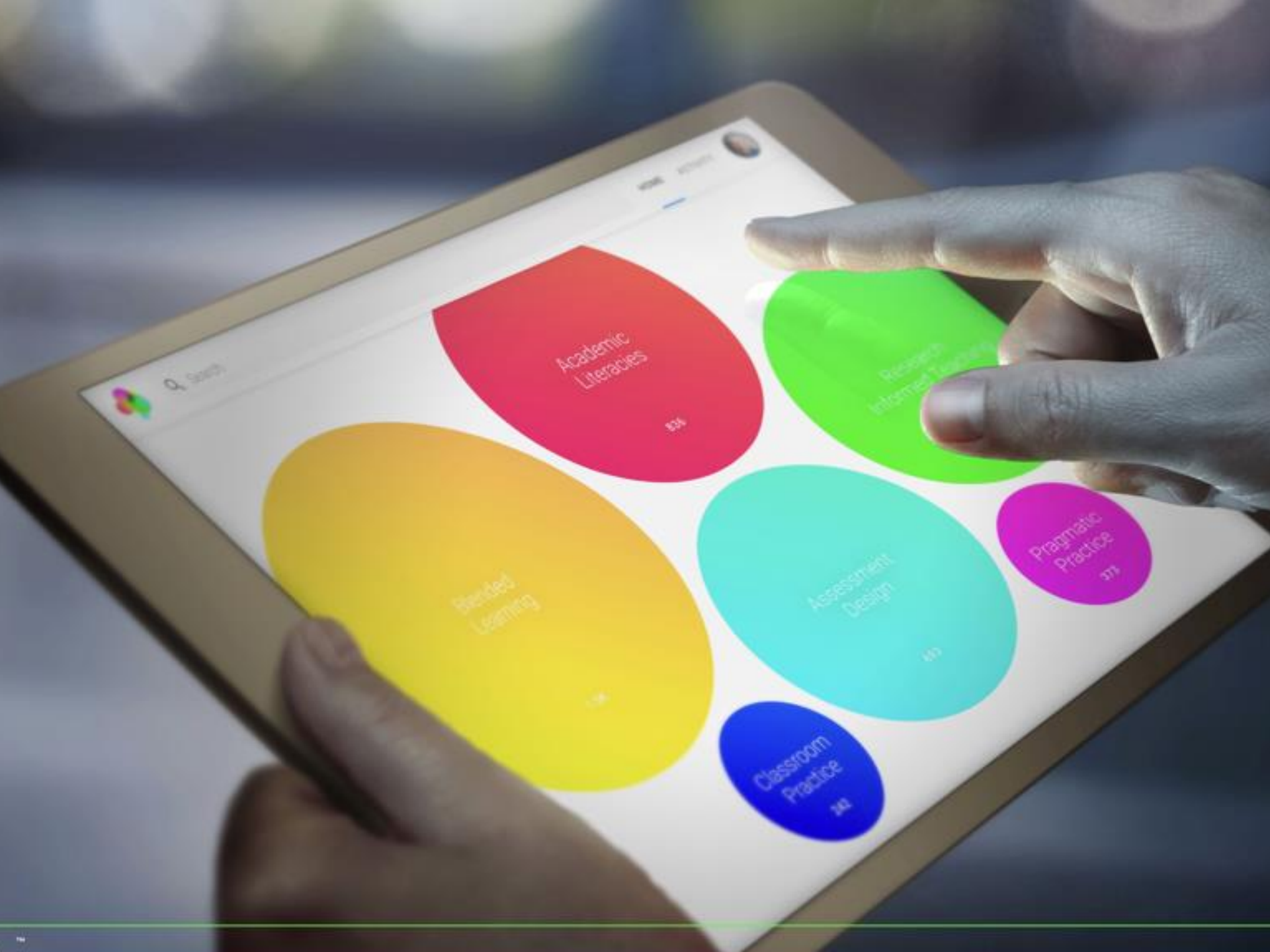




## Developing an Institutional Memory Bank to Support a Network of Communities of Practice.

1. The Liverpool Hope Communities of Practice Network.....
  - a. is at the core of the Hope Learning, Teaching and Assessment Strategy.
  - b. facilitates University-wide innovation in enhancement and sharing of good practice between departments.
  - c. works alongside the institutional regulatory system.
2. The Network supports the principles of institutional learning.
3. The 'Institutional Memory Bank', is designed to take the LHU Communities of Practice Network to the next developmental level.





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# Memory Bank: The Origins

- The app came before the community of practice network. We applied for funding in 2013 to the HEA - we failed.
- But we decided to do it anyway.
- Our 'meatspace' version was hacked together with google docs and messy collaboration.
- This turned out to be exactly the right thing to do.
- It evolved into the organisational process that it is today. We're about to launch the app which we finally got funding to develop.

# The Purpose of the Memory Bank App

- Solving complex wicked problems, such as those found in teaching and learning requires a wide range of multidisciplinary expertise and sustained collaboration and dialogue.
- We're great at multidisciplinary expertise.
- But we aren't good at sustained collaboration and / or university wide dialogue.
- The Network of Communities of Practice was designed as a structure to promote collaboration at a university level.
- And the Memory Bank app is designed to support the sustained dialogue that arises from that collaboration.
- The app opens up the whole network to all community members.



in particular, evidence of: .....  
 an embedded culture of valuing  
 excellence in learning and teaching  
 LHU TEF year 2 outcomes



Memory  
 Bank.  
 by Liverpool Hope University

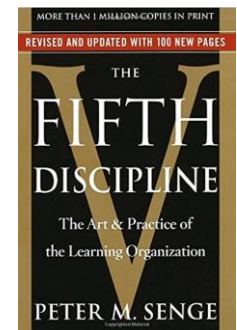


.....features of good  
 practice that the review  
 team considers make a  
 positive contribution to  
 the students' learning  
 experience:  
 the communities of  
 practice, which provide  
 an effective platform for  
 identifying,  
 developing and sharing  
 good practice to  
 enhance learning and  
 teaching  
 LHU HER 2015




The learning organisation is a place where,  
*“people continually expand their capacity  
to create the results they truly desire,  
where new expansive patterns of thinking  
are nurtured, where collective aspiration is  
set free, and where people are continually  
learning how to learn together”*

PETER SENGE (1990)







Örtenblad (2004) generated useful typology for how to operationalise the notion of the Learning Organisation, across four main areas:

- Organisational Learning
- Learning at Work
- Learning Climate
- Learning Structure

Örtenblad & Koris (2014) later mapped this typology to the Higher Education Environment

*Universities “rarely practice even the simplest tenets found in the theories of learning organizations”*

– WHITE AND WEATHERSBY (2005, P.292)

A University  
Conversation

**CoP  
Consultation  
Event**

Networking the  
CoPs

Integration with  
professional recognition  
and policy

LHU CoP Network Development

**Formation of  
the CoPs**

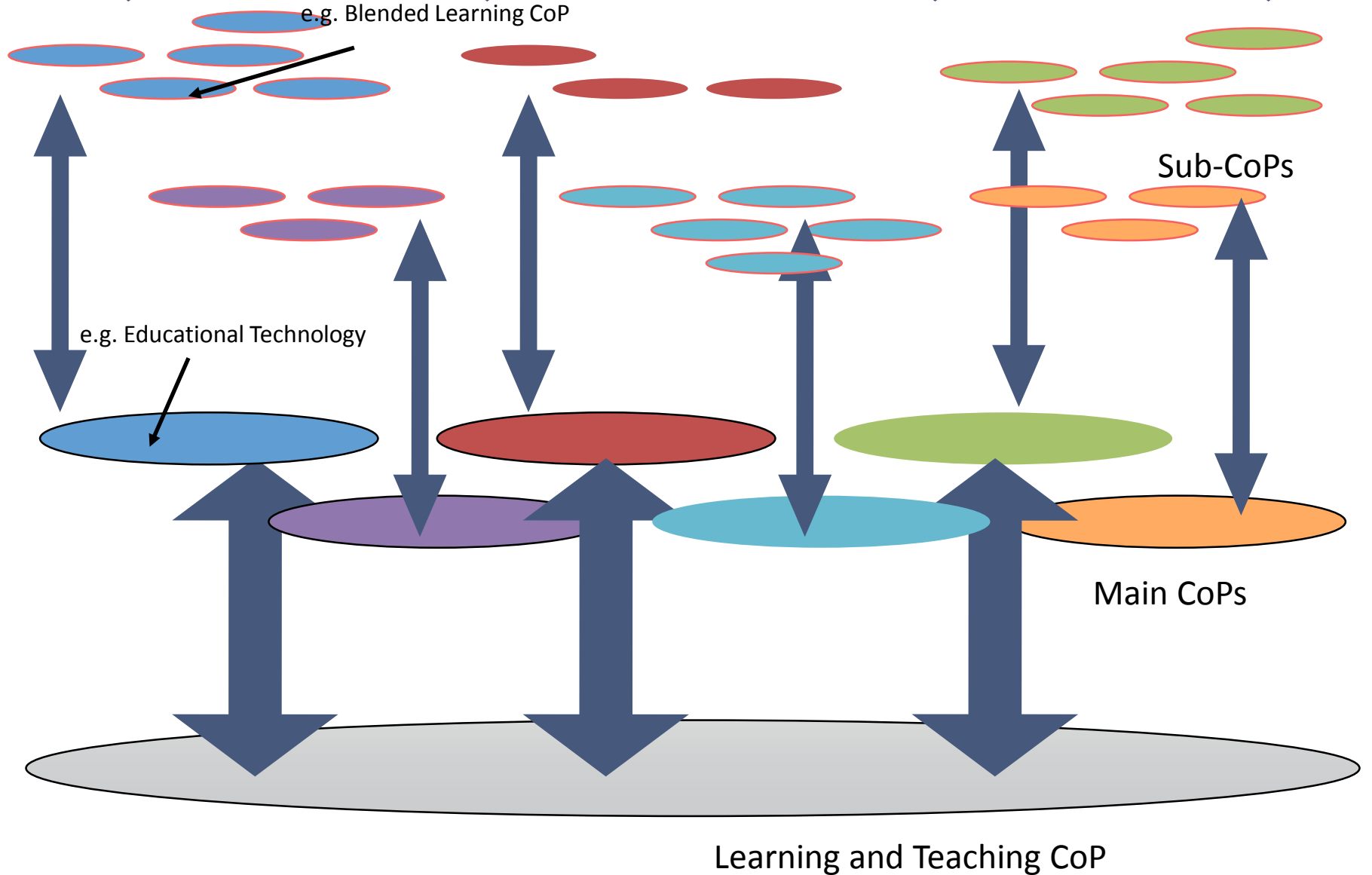
Integration with  
Governance  
Structures

LTA Strategy

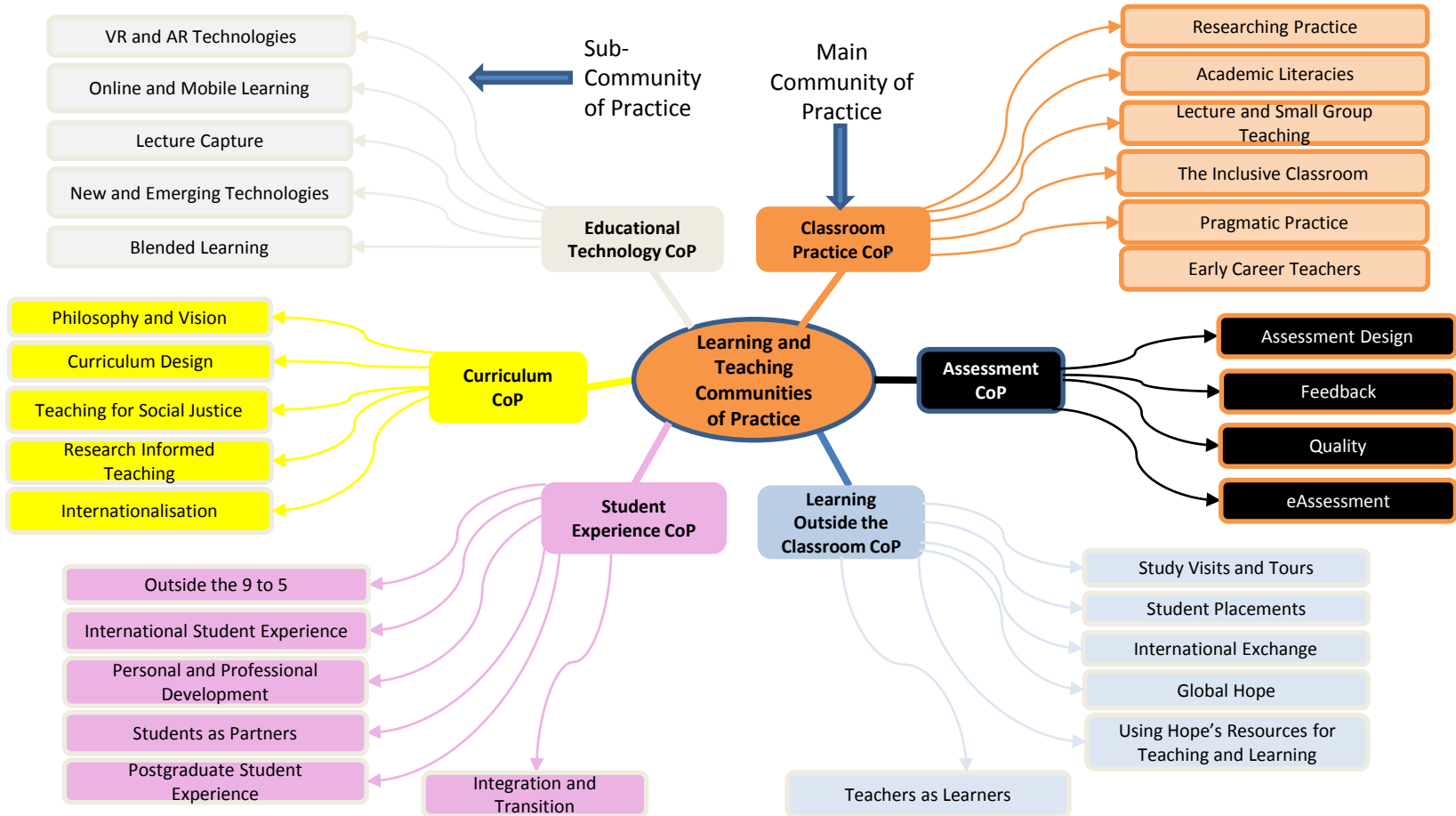
**Capacity Building and  
Growth**

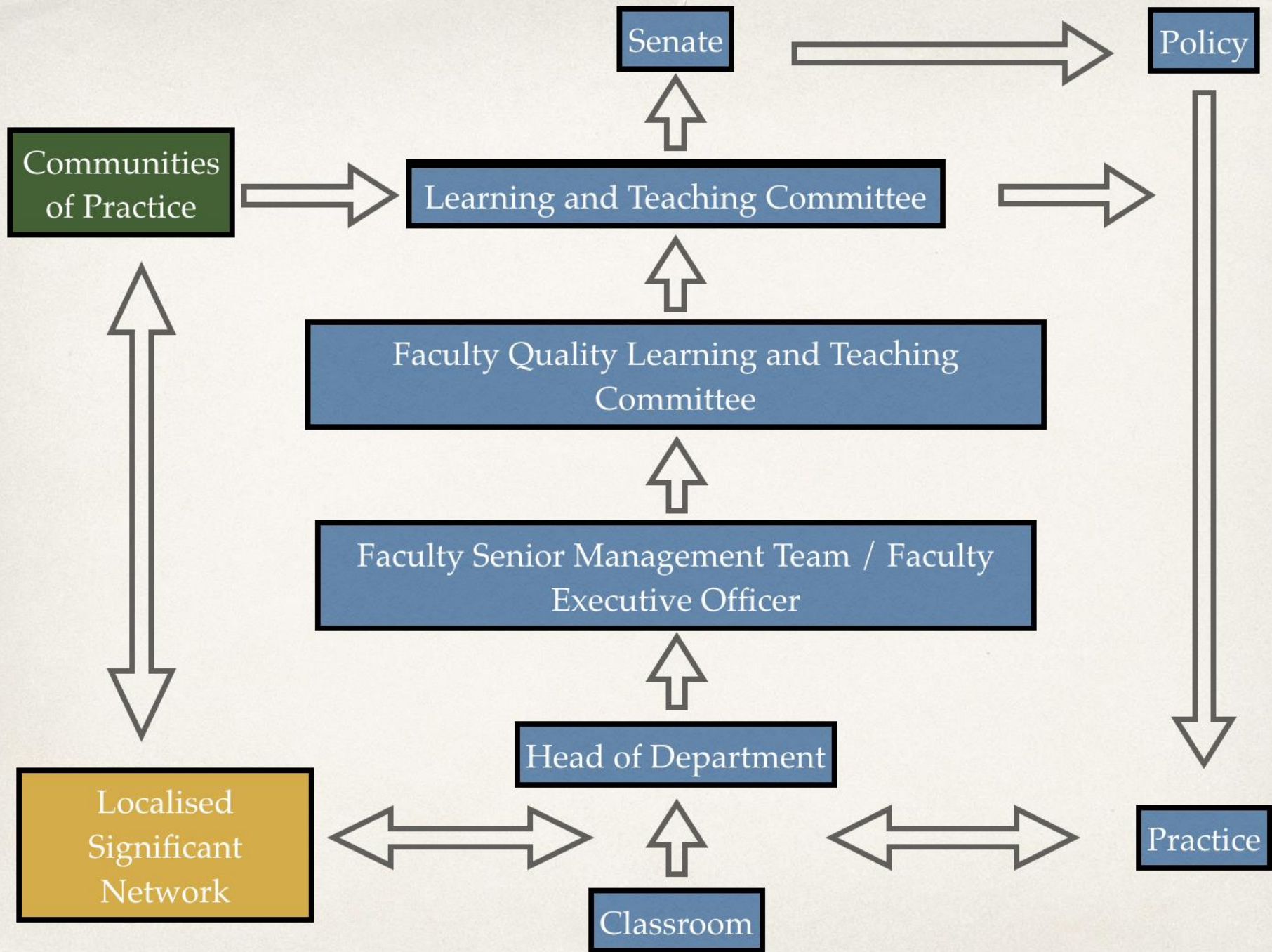


# INDIVIDUAL CLASSROOM PRACTICE



# Network of Communities of Practice at Hope



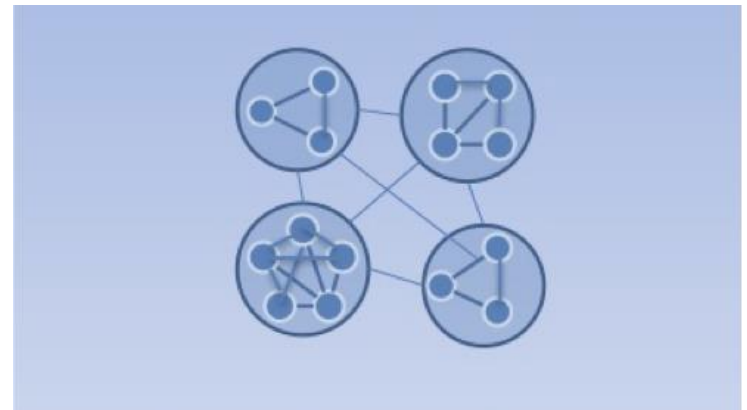
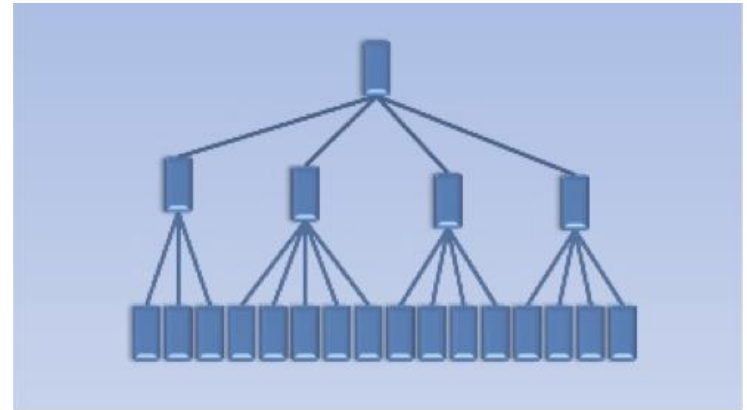




- The network is approximately four years old
- It is now self sustaining
- There is an expectation that all staff get involved in at least one community of practice (at least 5 meetings per year).
- 100+ meetings of COPs have happened each year
- The network provides some fantastic opportunities to change the way we operate on a university level

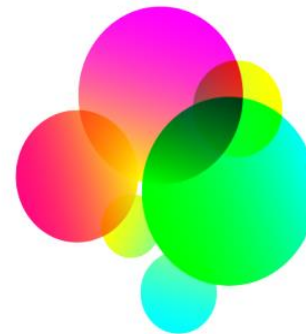


- Maintaining momentum is difficult.
- The key is to provide demonstrable impact of the work in the CoPs in at the University level.
- There have been some great examples, but we want to explore better methods for linking the messy collaboration in the network to the formal committee structures.
- We want greater collaboration *between* the communities of practice.



# The Memory Bank Solution

- The Institutional memory bank is essentially a knowledge management tool.
- It gathers collective intelligence from our community and allows 'institutional memory' to guide the conversations that feed into our university committees.
- It promotes cross-CoP communication and connection back to the whole University conversation.



Memory  
Bank.  
by Liverpool Hope University





# Memory Bank: Navigation

- The visualisation of ‘circles’ that represent nested domains of knowledge really helps to display the complex nature of learning and teaching.
- The visualisation allows practitioners to navigate their way through the knowledge domains in two to three clicks revealing all the artefacts created by that community.
- The search function works on a semantic algorithm developed by one of our AI lecturers.





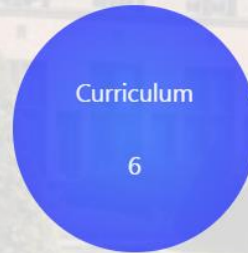
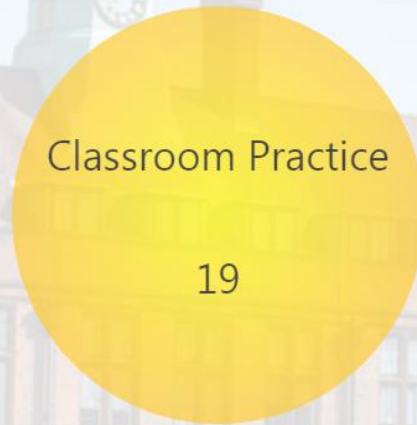
Enter search term

Search

HOME

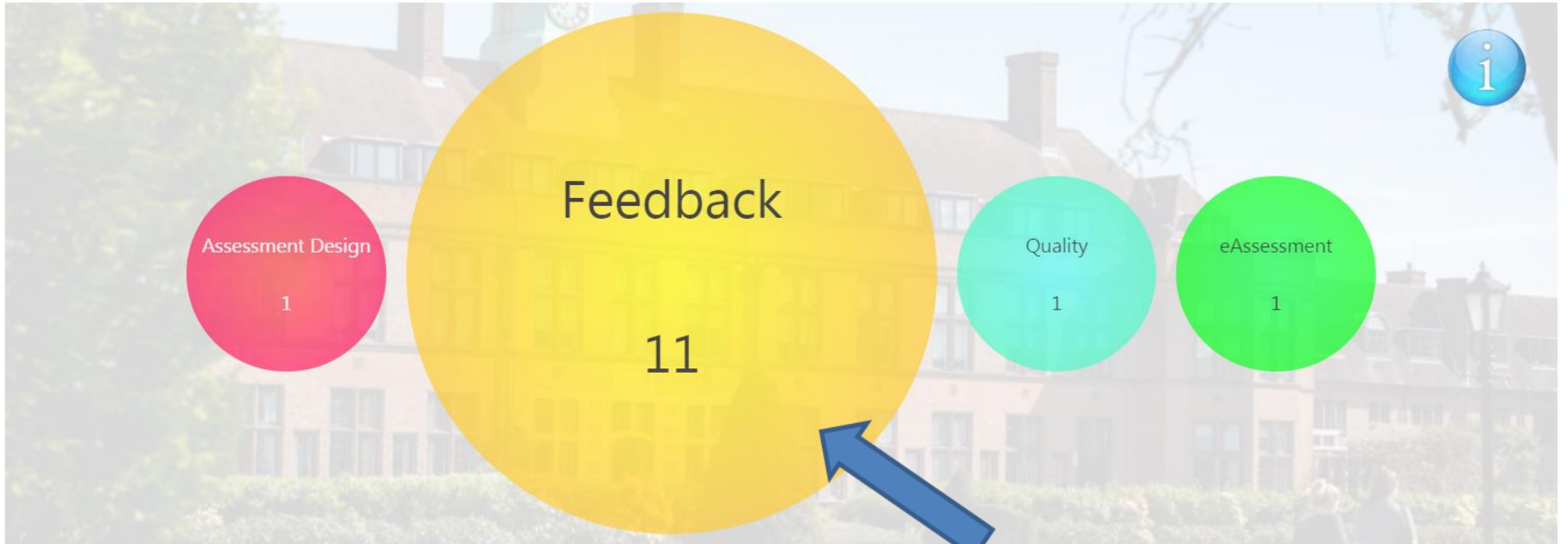
ACTIVITY

CONTRIBUTE





Enter search term





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[Exam Feedback CoP Notes 310517.docx](#)



[Exam Marking CoP 310517.pptx](#)

[Feedback CoP Session Emotions 241116.pptx](#)



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[Feedback CoP, 061216.docx](#)

[Feedback CoP, 121016.docx](#)

[Feedback CoP, 140317.docx](#)

[Feedback CoP 160217.ina](#)

# Feedback and Emotions

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FEEDBACK COMMUNITY OF PRACTICE

24 NOVEMBER 2016

RIA CHEYNE



# Memory Bank: The Nuts and Bolts

- The bank of information created by our practitioners becomes searchable using natural language processing.
- The algorithm 'learns', from the most searched terms and the most active documents float to the top of the stack.
- The result is a large corpus of practitioner generated content that self organises towards the content that has been most engaged with.
- **Good ideas float to the top.**







Enter search term

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engagement

Search

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CLOSE

**CLICK OR TAP A SUGGESTION:**

Suggestion	Count
Classroom Practice	31
student engagement	36
Assessment	14
Learning Outside the Classroom	8
Student Experience	3
Curriculum	6

Educational Technology

7

Classroom Practice

31

student engagement

36

19

Assessment

14

Learning Outside the Classroom

8

Student Experience

3

Curriculum

6



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FOUND 22 DOCUMENTS:



[Learning Outside the Classroom CoP > Learning Outside the Classroom CoP, 080317 > Off-Timetable Engagement - JC, KC, KH.docx](#)

[Pragmatic Practice CoP > Pragmatic Practice CoP, 030517.docx](#)

[Learning Outside the Classroom CoP > Learning Outside the Classroom CoP, 080317 > Student Placements and Partnerships - SK, JM.docx](#)

[Academic Literacies CoP >](#)



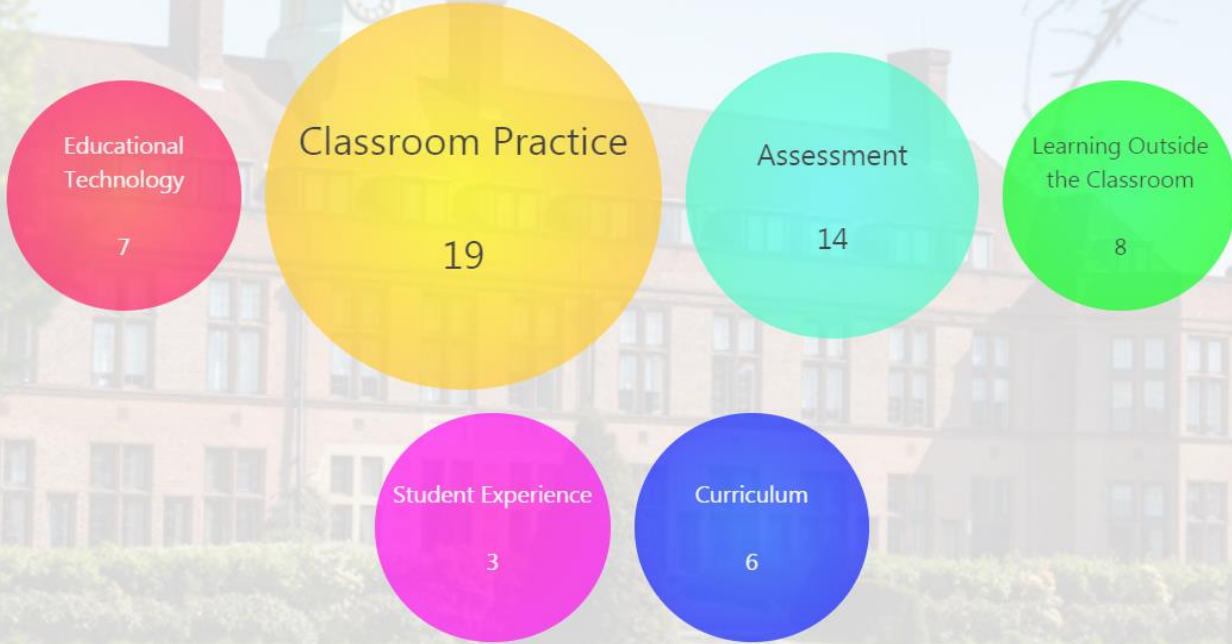
Enter search term

Search

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## CONTRIBUTE

- 1) Select a CoP.
- 2) Complete one or more of the fields.
- 3) Hit the Contribute button to add to the discussion.

Community of Practice:

Question or Comment (optional):

Discussion Text (optional):



## The Liverpool Hope University Network of Communities of Practice

- Allows innovation to be recognised and shared simply and effectively
- Involves 85%+ of Hope academic staff in conversations about enhancement of Learning and Teaching
- Is contributing to Hope becoming a Learning Organisation
- Is creating a University memory of Learning and Teaching



# Memory Bank: Challenges and Limitations

- Our hired developers seemingly weren't used to working with the complexities of University IT infrastructure.
- The open internet is far easier to work with and network complications slowed us down.
- Or tight HEFCE funded budgets and time scales. Apps are long term development activities
- It only works on our intranet at the moment, secure cloud storage solutions were problematic and beyond the scope of the budget.



# Memory Bank: The Future

- Integration with emergent thinking methodologies.
- Collaborations with neuroscientists and machine learning experts.
- A blockchain based reputation system.
- Collaborative policy generation -> A continuation the University Conversation Methodology.
- Further Integration with practice (harder than all of the above)
- Expansion to other universities and beyond.





# Thank-you!

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