

A Comparative Study of Two Communities of Practice in a Non-profit Setting

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ABSTRACT

The present study aims to investigate the current status of two communities of practice: the network of knowledge chief managers (NKCM) of China Productivity Center (CPC) as well as iEARN Taiwan. The study adopts the qualitative method, using case studies to explore the development process of both communities. The data collection methods include documents analysis, file archives, observations as well as interviews. The results reveal that although the participants of both NKCM at CPC and iEARN Taiwan joined the communities for various personal interests, they all received organizational supports during their participations of community activities. However, the participants of CPC were more oriented toward the enhancement of professional development, cognitive interests, social relations, work improvement, organizational services, or marketing information collection. The participants of iEARN Taiwan were attracted to the community by exploring ways to improve their instructions as well as purpose sound instructional methods. The interactions for both communities were diverse and the content of interaction was broad. As for collaboration, the participants of iEARN Taiwan demonstrated higher motivation for collaboration than people in CPC group.

Keyword: community of practice, organizational learning, professional development

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實務社群之比較研究出探—以非營利組織為例

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論文摘要

本研究為質性研究，應用個案研究法，以 CPC 知識長交流會以及 iEARN Taiwan 為研究個案，透過觀察、文件分析及訪談等多元方法蒐集資料，進行比較分析。研究發現，知識長實務社群與教師實務社群之成員參與社群之動機皆為個人興趣，且組織皆給予支持；而相異之處，知識長實務社群之成員以個人專業發展、認知興趣、社會關係、工作改善、組織服務或蒐集市場資訊而參與；而教師實務社群之成員則為教育理念之延伸、見賢思齊，或為拓展教育領域而參與社群。在參與歷程層面，知識長實務社群與教師實務社群之成員互動方式多元，溝通內容廣泛，參與者多樂於分享，且成員組織鼓勵成員參與且支持；而二者成員在合作上，教師實務社群成員合作程度高於知識長實務社群。研究亦發現，不論知識長或教師實務社群皆在社群、個人、工作及組織層面產生效益。二者皆協助成員專業學習與發展，且藉由實務分享，成員得以開擴思維，學習多方經驗。知識長與教師實務社群於成員工作層面及組織層面上之效益則有部份相異，知識長實務社群協助社群成員進行工作上的改善與改革，協助其解決問題，並改善工作程序，並為成員之組織層面上，多企業實務社群為成員組織帶來短期或長期之影響，成員組織從社群中向他企業移轉最佳實務，藉由實務學習，強化領域能力，社群也為成員組織提供諮詢與商機之機會，促進組織內知識管理平台及制度之實施，並協助技術服務業者為其產品定位發展策略；教師實務社群對成員個人還能提升個人非教學之能力、對成員就業與就學提供助益，工作層面則提升教學績

效，組織層面，其主要之效益回饋予學生，如使學生語文及態度獲得成長、提高學習動機、增加人文關懷、懂得感恩、分享、合作與回饋等

關鍵字：實務社群、組織學習、專業成長

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