

FRONT	WHAT IS UBATIC +?	WITH EXPERTS	PEER	CREATE AND EXPERIENCE	ART GALLERY	COMMUNITY	
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# Nancy White Featured

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## WHAT DO WE MEAN BY COMMUNITY? DIFFERENT CONFIGURATIONS IN THE CLASSROOM: I, THE COMMUNITY AND THE NETWORK

### Bio.

Designer proposals and projects focused on online interaction distributed learning and creating virtual communities. He researches and teaches about education and online interaction and social architecture, and web 2.0 networks. She is coauthor, along with Etienne Wenger and John Smith's book Digital Habitats: stewarding technology for communities.

### Links reference system

Feeding community involvement

What is a blog?

Communities and confidence

Communities and Networks: similarities and differences

### More references

Youtube <https://www.youtube.com/watch?v=n0FfAWbOuW4>

### Abstract.

The proliferation of Internet-based tools has expanded which means "together" when we learn, when we work or when we enjoy leisure time. Nancy White invites us to explore the concept of community in the classroom. The questions addressed throughout its presentation are related to identify differences between community, individual and group work. Are there contexts in which individual forms, alternative peer group or network configurations would be more useful? What are the differences and how we can discern when and how work in the classroom? What are the strengths and weaknesses of each? How our choice on different social fabrics relates to the tools we choose to mediate the activity?

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«Frida Diaz Barriga



**Silvia Andreoli**

PERMALINK

Welcome / as a new space for dialogue in UBATIC +. Each forum with experts, each peer forum, each experiment was busy feeding on the experiences of debates and discussions we have maintained throughout this intense and rewarding week.

The space of the **First Meeting on ICT and Teaching in Higher Education** offered different dynamics of participation and all mediated by technology. Synchronously and asynchronously technology completely crossed our experiences of these days. We debate, we listen, we ask, we were surprised, we learned, reflect, share, build ties with community members UBATIC +. If! The community grew and ended yesterday as Punya Mishra, transcended distance and language to communicate. This would not have been possible years ago!

For further information on how technology can be used for learning, meet Nancy White, author of the book " Digital Habitats ". His presentation invites us to explore the technological mediation and differences between "I", "network" and "community" as a social dynamic learning proposals.

What are the differences and how we can discern when and how work in the classroom? What are the strengths and weaknesses of each?

We invite you to join the exchange and share their experiences

1 day ago



**MARIA ALEJANDRA LOPEZ CODA**

PERMALINK

Very interesting the challenge presented to us to think of the variety of roles that each of us has within the classroom space in the network. Challenge as teachers to open a range of possibilities, some not so experienced by us and no doubt will require prior training.

Excellent presentation.

1 day ago



**Silvia Andreoli**

PERMALINK

Maria Alejandra good day! Welcome and thanks for breaking the ice! I like that you mention of "open range of possibilities" in the classroom to offer different routes and dynamic experience of participation!

I tell them that Nancy White will be reading our exchanges and technology using Google translator to follow. Also, I will be sending updates. Nancy has published its participation in social UBATIC +

1 day ago



**JESSICA PEREZ MARICELA TRINIDAD**

PERMALINK

Virtual tutor'm in college and I love the presentation by Nancy, however despite mentions learning a different world and I firmly believe that we must start from the strengths of our students and also to empower them and respect their presaberes promote equitable learning vertical. In practice, I have a problem that I think one of the main drawbacks in virtual classrooms is that the participants do not have the habit of reading texts slightly longer than 15 pages, and that makes a little self and personal opinion on topics of social science.

1 day ago



**Nancy White** Replying to: # 2943

PERMALINK

Dear Jessica - I replied, but in the wrong place. I'm sorry! Please scan below!

22 hours ago



**Silvia Andreoli** Replying to: # 2965

PERMALINK

*Dear Jessica - I answered, but in the wrong place. Sorry! Please read my answer below!*

22 hours ago



**Ana Ines del Rosario ELIAS**

PERMALINK

Very interesting the petition of the opening class of the order of the curriculum or programs to disorder of reality. The scheme of learning / communication based on the I and going to We (community) and networks is very graphic. The educator's role is thus posed a challenge very stimulating. Thank you very much to Nancy White

1 day ago



**Corina Acosta**

PERMALINK

Hi all!

wanted to thank the sympathy and concepts that brought us Nancy. A pleasure to listen and reflect each of the ideas it gives us. constitutes an entire **human challenge** to form a small community-oriented learning. It also requires **time** in order to lay the groundwork to generate confidence in each of the group members that the group will respond. Very little bit ago I created a wiki space for my group of 5 students virtual and after going through "silence", "misunderstandings", "absence", we could achieve the expected product in a short time, and to achieve it, it was a joy for all. Although initially thought that space as purely collaborative and thought involved from the feedback, for example, to observe the group discussions and warned that needed further intervention on my part, which made possible the "unlocked" some issues until the job group took pace. After the experience, I shared "my eyes" on the process through a hub. It was very challenging for everyone.

Cariños

Cori

1 day ago



**Nancy White** Replying to: # 2949

PERMALINK

Hi Corina (and I apologize, with my last two replies, I did not notice the reply button by a specific post so my response would be properly connected. Not enough tea this morning!)

I loved your story. And it resonated with my experiences as well. I think the positive use of "failures" and Challenges is a wonderful learning path. And what I "heard" in your story was the power of discovery, Both the students and yours. We are all learners. I suspect That When Our students also see us as learners, That connects us a bit more. And some of the Challenges Perhaps expectations and status quo.

Sharing "your eyes" -> I loved that, even if Google did not translate it as you May have intended. It is a bit deeper than "walking in someone else's shoes." This revealing of perspectives .... WONDERFUL!

Thanks

N

22 hours ago



**Silvia Andreoli** Replying to: # 2964

PERMALINK

*Hello Corina (and I apologize to my two recent speeches, did not notice the reply button to a specific comment that was properly connected. Took not enough tea this morning!)*

*Loved your story. And also my own reminded my experiences. I think the positive use of the "failures" and challenges is a wonderful learning journey. And what I "heard" in your story was the power of discovery, the discovery of students and yours. We are all students. I think when we see our students as well as learners, we further connect with them. And maybe, it challenges some of the expectations and the status quo.*

*Share "your eyes" -> I loved that! Although I'm not sure if Google translated it as you've planned. It's a little deeper than "walk in the shoes of another person." This revelation of perspectives .... WONDERFUL!*

*thank*

*N*

22 hours ago



**Veronica Perosi**

PERMALINK

"We need to be connected with the learning that is outside the classroom while we are in it" how challenging ... and in light of the words of Nancy and Silvia even more so ... I'm in the process of "force me" to look for new ways, better ways. These reflections are an invitation and a bridge. Thank you very much!

23 hours ago



**Nancy White** Replying to: # 2955

PERMALINK

Hi Veronica

As Google translates your words, the word "invitation" most Strongly stands out for me and I'm nodding in agreement. The invitation we offer our students to take a risk with us. The invitation we offer ourselves to step out of our "comfort zones." As I read the comments so far, This seems to resonate across many of them. I wonder, does this online conference MOST Attract Those who like to or are ready to try new things, to Take Risks and who embrace the discomfort That may bring?

22 hours ago



**Silvia Andreoli** Replying to: # 2968

[PERMALINK](#)

*Hello Veronica*

*As Google translates your text, the word "invitation" excels, highlight and strongly agree totally! The invitation to offer our students to take risks with us. The invitation we offer ourselves out of our "comfort zones".*

*The reviews I've read so far, seem to be in sync. And then I wonder: Is this online conference attracts more who are willing to try new things, take risks and accept the discomfort that this may bring?*

22 hours ago



**Nancy White**

[PERMALINK](#)

Hello to everyone, and it is great to read (via Google translate - so I may misunderstand some things) your thoughts.

A couple of comments. First on students and reading!

First, on student's willingness to read. I am also seeing this (with adults too!) And Reflect on it in two ways. One is to break things down and build up the habit of reading. With a recent set of students in the Netherlands (I was remote), I noticed that Their Own As They built blogging reflective practice and needed to respond to each other, That There Appeared to be a Deepening of Their reading as well. I think I Could have done more to draw That out - a lesson for next time.

The second approach is to use multimedia. I'm using more recorded interviews to bring in different perspectives and Both a different modality. Personally, I get impatient with audio and video, but I must remind myself ALWAYS That not everyone is a fluent reader and writer. 😊

22 hours ago



**Silvia Andreoli** Replying to: # 2961

[PERMALINK](#)

*Hello everyone, and it's great to read (via Google Translate - sorry because I can misinterpret some things) his thoughts.*

*A couple of comments. First on students and reading!*

*Firstly, the provision of the student to read. I am also seeing this (even adults!). I reflect on this in two ways. One is to change the ways we do things and build the habit of reading from elsewhere. For example, a recent group of students in the Netherlands (I was away), I realized that as they build their own reflective practice in their blogs and need responding to each other, seems to have a deeper habits reading. I think I could have done more to make this dynamic - is a lesson that I will consider next time.*

*A second approach is to use multimedia. I'm using the resource more interviews to incorporate different perspectives and modes of communication. Personally, I'm much more impatient with the audio and video, however, I always remind myself that not everyone is a good reader and writer.*

22 hours ago



**Nancy White**

[PERMALINK](#)

Maria Alejandra, You Brought up the need for building our own repertoire, our own capacity to design and teach across different contexts. That I found to being in different contexts LEARNER has Taught me so much. Participating in the MOOCs of Stephen Downes and his colleagues, in Professional Development Initiatives - all are hugely important to my own expansions of my teaching and Facilitating skills.

I'm curious, where do you "grow your teaching practices?" What kind of learning and development do you find MOST useful these days?

22 hours ago



**Silvia Andreoli** Replying to: # 2962

[PERMALINK](#)

*Maria Alejandra, who bring to the forum is the need to build our own repertoire, our own capacity to design and teach across different contexts. I've learned to be an apprentice in different contexts has taught me much. For example, participation in massive open online courses known by the acronym MOOCs Stephen Downes and colleagues in professional development initiatives - all are very important to my own expansions of my teaching and to develop skills as a tutor (facilitation).*

*I have a curiosity, Where looking to grow or reflect on their teaching practices? What kind of professional development proposals and / or training courses or training are most useful these days?*

22 hours ago



**David Colombo**

[PERMALINK](#)

Hello all of you reading reflections based on the exposure of Nancy White I can infer that when we speak of an interconnected community we refer to the appearance or occurrence of a new event that can be explained through the trilogy Me, We and The Red These dimensions express a series of multiplicities, relationships, trends, power, strength and intensity through a process that involves a new way of thinking and acting, that is, critically analyze the options that give effect to the community network, which emerges as a result of the new reality. Is this what makes us think that we should understand the concept of interconnected network or community beyond its technological aspect or instrumental, as the virtual non-technical, and explains the emergence of that event in the educational order. I will then continue to share classes. Best wishes, David

22 hours ago



**Nancy White** Replying to: # 2972

[PERMALINK](#)

Hello, David

Exactly - we can not just look at this from a Technological Perspective, AND we need to better understand the actual impacts of technology on the social and learning connections. You might enjoy this blog post from my colleague Jenny Mackness How this continuum reflecting on Challenges and Expands our roles as teachers and

21 hours ago



**Silvia Andreoli**

[PERMALINK](#)

Hello! Welcome to those who have joined! I'll inserting the translations of what Nancy is sharing!

Thank you Nancy for being so close! I am preparing a translation of your participation so people can follow your texts easily! a pleasure to interact with you and keep learning!

22 hours ago



**Nancy White** Replying to: # 2976

[PERMALINK](#)

Thanks and thanks, Silvia. Google translate Seems To Have stopped working too, so we get creative, right? Thanks for being a language bridge.

21 hours ago



**Lipsman Marilina**

[PERMALINK](#)

Nancy thank you very much for this very valuable and interesting contribution to our event! Precisely, in my presentation on ICT mediated evaluation on this day in this event I'm analyzing a collaborative assessment approach built on my research through applications that I recorded in different proposals! Interesting junction with the topic ud. being developed! Thank you again! Marilina

22 hours ago



**Silvia Andreoli** Replying to: # 2986

[PERMALINK](#)

Marilina! Thank you for your participation in this forum and invite us to open bridges between the two presentations.

21 hours ago



**Nancy White** Replying to: # 2986

[PERMALINK](#)

Marilina, I will go and have a look at your presentation ... I'm interested in These sorts of connections. I have a lot to learn About collaborative assessment in the classroom, but I am VERY clear acerca its value in the workplace and I suspect It could have a very positive impact on how Human Resources Departments Strengthen Their staff's capacity. And I mean much more than 360 degree evaluations and more on the role of Reflect, Learn and Improve in work cycles! (But then again, I am an optimista!)

21 hours ago



**Claudia Delvechio**

[PERMALINK](#)

Excellent presentation!!!  
Congratulation and thank for all information

22 hours ago





**Carlos Guillermo Blanco**

[PERMALINK](#)

Ms. Nancy White led us to explore the concept of self, community and network in the classroom. She stressed the Importance of Having a strategy to move Into This new environment, Which Ms. Nancy emphasized. Without a definition required-just-read the dictionary, the term "community" is somewhat fuzzy. All we know what Relates. Perhaps few know what it means exactly that. Thank you very much.

22 hours ago



**Nancy White** Replying to: # 2992

[PERMALINK](#)

Carlos, what is your definition of community? I am always interested in hearing These perspectives to Broaden Both my sense of the word, and to move closer to clear communication. I think it is fine if We have different definitions, but it is not fine if we converse on the assumption That our definitions are the same. But wow, the diversity is such a learning opportunity!

21 hours ago



**Silvia Andreoli**

[PERMALINK](#)

Thanks Nancy for being so attentive! Your participation in this forum opens the game to keep thinking and allows us to engage with other conference bridges expert! This is really wonderful!

Nancy is stressing the importance of remaining apprentices and build relationships with our students from there. It also highlights the value of feeling welcome to try, to take risks, to learn from our experiences and to seek alternatives that allow us to be connected to continue to learn and share experiences with others.

As we will read will arise some concerns and would very positive that together we began to answer. We?

Nancy says:

*I have a curiosity, Where looking to grow or reflect on their teaching practices? What kind of professional development proposals and / or training courses or training are most useful these days?*

*The reviews I've read so far, seem to be in sync. And then I wonder: Is this online conference attracts more who are willing to try new things, take risks and accept the discomfort that this may bring?*

21 hours ago



**Patricia Pereyra** Replying to: # 3009

[PERMALINK](#)

Hi Nancy, I answer your questions first, I think really these training courses, especially where one is scored freely (say because there are courses that teachers "should" sign up to get a score, which gives better job opportunities, especially middle school teachers, not the case of university teachers ... and above all educational technology attract people looking to innovate ... more or less resources are willing to try. ... and also to feel some discomfort, so it is not, so I do not understand, so alcanzo.Los not unwilling to endure ... I think that often drop. At least this has been my experience in training in such CITEP. believe that the training courses that are more useful today are those that can be applied directly to professional practice. Upon daily task, acquiring tools that are useful in the classroom ...

20 hours ago



**Nancy White** Replying to: # 3088

[PERMALINK](#)

Patricia, I'm currently consulting on two projects, one around engagement with funders of teacher education, and the other on Innovative Professional Development (The Last One With The Bill and Melinda Gates Foundation.) So I'm trying to learn more about the context of teacher professional development. (It is not my standard field!)

If I'm Understanding Google translates translation of your post, you are saying That teachers Participate in professional development courses more Where They are scored? Can you tell me more about this? And That courses or offerings That permit immediate application in practice are, quite logically, more interesting to teachers.

Now you have me wondering, did I give enough practical, applicable ideas in my talk? Should I offer more? 😊

16 hours ago



**Silvia Andreoli** Replying to: # 3194

[PERMALINK](#)

*Patricia, I'm doing consulting on two projects, one about teacher involvement with the financial backers of education, and the other on innovative professional development (the latter with the Bill and Melinda Gates Foundation.) So I'm trying to learn more about the context of teacher development. (Not my standard field!)*

*If I'm understanding the translation that Google makes its message, saying that teachers are more involved in professional development courses in which "get score"? Can you tell me more about this? And that courses or offers that allow immediate application in practice are logically more interesting for teachers.*

now you left me thinking, I gave them enough ideas and practices applicable in my talk? Should I give more?

15 hours ago



**Patricia Pereyra**

PERMALINK

Hi Nancy! (Sorry but I fell so close!) Enjoyed his talk, but if interested let me work with groups of students (I do it every day in the classroom, I try to do technologically when possible) there is a problem with group work, or it is very good, and it is very bad ... just because sometimes they do not add individuals remaining. How do to balance the working groups, that all contribute to the common good? When you select the members is left to chance? Is the teacher must decide, even sometimes without sufficient knowledge to your students? We tried doing random at first but by encouraging the exchange of groups if they fail, it is still difficult to achieve ... and there are some students that do not lend themselves to collaborative work, or even communication, how to help without force ...? Thank you for your good mood Nancy!

21 hours ago



**Nancy White** Replying to: # 3031

PERMALINK

Hello Patricia. This is a really hard question to answer. I think the first question is, when is the MOST important group work form? Community Project With the class I'm currently co-teaching, the work group has opened great possibilities for the students, and has been for some frankly TERRIBLE. So my first question I'm asking is acerca conformity. Should we take a strategy and apply it Uniformly, or is there a case to be made to Assess something at the start, and allow some to work in groups and Encourage the "independents" to work alone? I do not know the answer. 😊 (You can read the class blogs here and maybe come to some of your own conclusions. <http://projectcommunity.info/> - Also there are lots of Questions about teaching our team how did / didn 't Collaborate well as a team and possibly creating more confusion for the students. Not good!)

I think group work takes an investment in building skills and in many group classes, we do not allocate attention or That Time. Maybe we expect students arrive With These skills. When They get good at it, the groups are really powerful, Particularly in building collaboration skills They Need in Life and Work, But Also in the multiple perspectives and meaning making That happens. The social learning, as Etienne Wenger-Trayner might say.

But group work is not the only vehicle for social learning. What about World Cafe's in the classroom for example? ([Http://theworldcafe.org](http://theworldcafe.org))

20 hours ago



**Patricia Pereyra** Replying to: # 3064

PERMALINK

Thank you Nancy, I did not expect Could read your answer, so Quickly ... My english is very poor, sorry, but I be continue in English. I appreciate the sincerity of your response, am very interested in the topic and I will find the information that you suggest. Just teamwork think it's a competition that we as teachers help them develop the University because it is very important at work as you say. It is true that the exchange can be done in many ways and sometimes you have to try to do more than to do. I tell an anecdote of my classes (I teach Biology in the University Entrance) know that work is part of a group, so when I give a slogan banks immediately move their place and get to work .. All but a girl who was kept from the beginning of the semester alone ... the other day when work was a very fun group interaction that I asked them to groups of at least 5 members. One of the guys told me why not invite this girl to join the group of them being only 4 ... I answered - from the beginning she always works alone, I tried. After a while I see working with them, was to invite the Gaston and Florence joined the order. It was the first time (and last for the next class returned to his solo work) but I think it is a first step. In networks, using facebook, I happened to shy guys suddenly classroom are the most involved and collaborate ... answering the doubts of his colleagues ... I'm learning ... I appreciate this opportunity to all ... Of course coordinator and Thank you Nancy from Florida, Buenos Aires, Because here it is raining but you changed my mood! I'm feeling a brightly sunshine of hope. Thanks. I continue to try!

20 hours ago



**Nancy White** Replying to: # 3097

PERMALINK

Patricia, I'm glad we are together creating smiles overall.

Your Story About Your class Reminded me of one from my Dutch class. We had some people who were very shy or reluctant to Collaborate F2F in the classroom, but who are proving to be much better Collaborators online (Facebook, Wordpress blog and Basecamp, among other tools They are experimenting with.) This same pattern you show up with workplace learning / collaboration. Interesting!

16 hours ago



**Silvia Andreoli** Replying to: # 3195

PERMALINK

*Patricia, I'm glad we are creating global smiles together.*

*Your story about your class reminded me of a Dutch student in my class. We had some people who were very*

your story about your class reminded me of a Dutch student in my class. We had some people who were very shy or reluctant to collaborate "face to face" in the classroom. However collaborators proved much better in the virtual / online (Facebook, Wordpress Blog and Basecamp, among other tools they are experiencing.) This same pattern emerges in the workplace learning / collaboration. Interesting!

15 hours ago



**Silvia Andreoli** Replying to: # 3064

PERMALINK

*Hello Patricia. This is a very difficult question to answer. I think the first question to ask is when teamwork is the most important? In the kind of community projects that I am currently co-teaching, group work has opened up great opportunities for students, and has been downright terrible for some. So the first question I ask is about compliance. Should we have a strategy and apply it evenly, or should we assess the situation / context at the beginning, and allow some work together and encourage those students 'independent' to work alone? I do not know the answer. (You can read the class blogs here and maybe reach some conclusions own <http://projectcommunity.info/> -'s Also a lot of questions about how our teaching team works as a team or possibly creating more confusion for students . This is not good!)*

*I think group work is an investment in the development of group skills and in many classes, not assigned this time or attention. Perhaps we hope that students arrive with these skills. When they succeed, the students are very good at it particularly in building those skills they need in life and at work but also in the construction of multiple perspectives and meanings. Social learning, as Etienne Wenger-Trayner might say.*

*But teamwork is not the only vehicle for social learning. For example, what about the World Café method implementation in the classroom? ([Http://theworldcafe.org](http://theworldcafe.org))*

**For more on the World Café method** can consultar in: [http://www.kstoolkit.org/The + World + Cafe](http://www.kstoolkit.org/The+World+Cafe) (English) or in this document is in Spanish: <http://www.theworldcafe.com/translations/> / SpanishwhatistWC.pdf

15 hours ago



**Nancy Marino**

PERMALINK

Hi good morning!

really seemed very attractive and interesting as developed by Nancy White, thanks for these opportunities to listen to different experts and their reflections.

I think from that experience, individual, group and network depending on the purpose you have to think is a tour when designing a strategy face and / or virtual. As we mentioned in the presentation often learners themselves are spaces in which either have other roles as tutors, coordinators and the opportunity to learn with others and facilitate these processes is very enriching.

These areas of exchange (or virtual) are very rich to rethink our practices, listen and watch the work of colleagues and continue to learn in doing our job right.

A pleasure!!

Nancy (Marino)

21 hours ago



**Nancy White** Replying to: # 3036

PERMALINK

Hello, to another Nancy. And as I read the translated message from you, I continue to ask myself, did this conference attract "the converted?" You all seem exceedingly open and positive to embrace this diversity of Opportunities and Challenges. I do not always hear that from people. I keep wondering - is this the very special group?

20 hours ago



**Silvia Andreoli** Replying to: # 3066

PERMALINK

*Hello, another Nancy. And to read the translated message to you, I ask myself, is this conference attracts "converts"? You all seem too open and positive to encompass this diversity of opportunities and challenges. Not always hear this from people. I wonder - is this the very special group?*

15 hours ago



**Susan De Angelis**

PERMALINK

Hi, Nancy! Hello, Silvia!

Which enlightening, rigorous and fun chat! And what is coming out this exchange warm!

I feel strongly identified with your definition of the current context as a "learning disordered world beautiful" ... when the adjective beautiful is the pleasure



and the challenge that this world we representing teachers, and the way that forces us to reconfigure our role.

Moreover, I find extremely enlightening continued to define the mediated communities technology ("start" for the individual alone and conclude on the network, beginning a new cycle), the characteristics of each of the stops along the continuum (individual, small group, community, network) and how each promotes the development of skills in various subjects who participate in them.

Many, many thanks for your valuable ideas and your willingness to participate in this swap.

I am thinking about your final questions ...

21 hours ago



**Nancy White** Replying to: # 3055

PERMALINK

Hi Susan. As I read the translation of your post (Which I think is clear, but for some reason makes me smile with the translated syntax) I love this idea of "beautiful disorder." It reminds me of the work of David Snowden and Cynthia Kurtz on the Cynefin model. You can read a brief summary here: <http://en.wikipedia.org/wiki/Cynefin>

What I like about this model is it Gives me some sense of comfort to know That when I'm working in a complex context, I Can not know the outcome of my work, only make a good guess. And That I Can Learn Afterwards (the value of reflection). This notion of "safe-fail" experimentation Seems a powerful one for schools and teaching. If we knew the perfect answer, after all, would not info we have started doing that?

Another friend made up a word for this was "confusiam" - confusion and enthusiasm. I like that. I am in a constant state of confusiam! 🤔 (I really wonder How this will translate! Good luck, Sylva!)

20 hours ago



**Susan De Angelis** Replying to: # 3070

PERMALINK

Thank you, Nancy! Really nice to meet you!

20 hours ago



**Silvia Andreoli** Replying to: # 3070

PERMALINK

*Hi Susan. In reading the translation of your message (which I think is clear, but for some reason makes me smile translated syntax) I love this idea of "beautiful mess". Reminds me of the work of David Snowden and Cynthia Kurtz in Cynefin model (a framework for decision making leader) You can read a summary here: <http://en.wikipedia.org/wiki/Cynefin>*

*Likes of this model is that it gives me a bit of a sentimeinto of comfort to know that when I'm working in a complex environment, I can not know the result of my work, I can only make good predictions. And I can learn later (the value of reflection). This idea of "safe-fail" in experimentation seems a big issue for schools and teachers. If we knew the perfect answer, after all, it would start making entry?*

*Another word that a friend created for this was "confusiasmo" - Confucianism and enthusiasm. And I like it. I'm in a constant state of "confusiasmo" (I wonder how this will translate. Good luck, Silvia!)*

(Those who want to expand on this topic in Spanish can

14 hours ago



**MONICA GRACIELA Falivene**

PERMALINK

Hello Nancy, Thank you for your contribution, About your questions, I think That the interaction in peer Communities, Is What Allows me to add new questions as In This case, then Develop and DEEPEN in the internet from multiple resources available on-line. I think the important thing is To Have These spaces of expert networks to open doors and show roads and trails of research and experimentation

21 hours ago



**Nancy White** Replying to: # 3062

PERMALINK

Graciela, I'm nodding in strong agreement, Particularly if we think of the term "expert" as One That includes people Who Have validated knowledge (ie degrees) and Those Who Have valid experience. That I have found we can fall into a cult of a very narrow view of expertise. I work mostly in international development and the constant, HUGE challenge is Participatory work, where we Recognize That expertise comes from more than the experts. 🤔

20 hours ago



**Silvia Andreoli** Replying to: # 3071

PERMALINK



*Graciela, I'm nodding heavily, especially if we think of the term "expert" as one that includes people who have validated knowledge (ie, certificates) and those with valid experience. I've found that we can fall into the cult of a very narrow view of the experience. I work mostly in international development and the constant challenge and huge, participatory work, in which we recognize that the experience comes not only from the experts.*

14 hours ago



**Silvia Andreoli** Replying to: # 3062

[PERMALINK](#)

Monica GRACIELA Falivene

Hi Nancy, thanks for your contribution. About your question, I think that the interaction in peer communities, is allowing me to add new questions, as in this case, then develop and deepen multiple Internet resources available on-line. I think the most important is to have these spaces of expert networks to open doors and paths and trails and access to research and experimentation

14 hours ago



**Nancy White** Replying to: # 3235

[PERMALINK](#)

Yes, our "digital habitats" are essential if we wish to Learn with our geographic reach Those beyond. It Always Seems a bit magical to me. I love it, Graciela.

13 hours ago



**Dalila Efrfron**

[PERMALINK](#)

I find it very interesting analysis of networks and existing forms of communication. I like to think that the teacher learning communities need to generate a mild climate that serves as fertile ground for the development of the skills of the groups, in order to underpin the generation of new knowledge. In this regard and in line exposed by Nancy consider of paramount importance to the ties, emotional, regardless of the positions.  
Greetings to all

20 hours ago



**Patricia Pereyra** Replying to: # 3080

[PERMALINK](#)

Dalila Totally agree ... I think sometimes teachers forget amid the routine and daily misfortunes (fatigue, numerous courses, the number of hours of work) that communication with our students is also an emotional act, not only transmission of knowledge, and that listening is as important as talking. When we engage with our students they are also more likely to engage with their learning ...

19 hours ago



**Nancy White** Replying to: # 3102

[PERMALINK](#)

I appreciate your bringing in the emotional aspect, Patricia and Delilah - I think we forget about Either it or ignore it at our peril. What are some of the things you do to use the emotional side of things in a positive, generative way?

16 hours ago



**Silvia Andreoli** Replying to: # 3188

[PERMALINK](#)

*Patricia and Delilah mentioned I thank you for the emotional aspect. I think we often forget or ignore at our peril. What are some of the things they do to implement the emotional side of things in a positive way, in a generative?*

14 hours ago



**José Magariños**

[PERMALINK](#)

I agree with the views expressed by Dalila in relation to the need to give importance, priority would rather say, the strengthening of ties between the members of the "community" because we always talk about teacher resistance to the incorporation of ICT but we have observed Students also have resistance to use these tools in the learning process. They also expect traditional processes. At least we're seeing an experience that we carry in our team. Thanks Nancy and Silvia therefore work and above all so attentive to this small community is communicated. CONGRATULATIONS!

19 hours ago





**Nancy White** Replying to: # 3101

[PERMALINK](#)

Are we resistant to ICTs? Or simply to change? Or feeling incompetent and not wanting to feel as a professional That Way, Jose?

16 hours ago



**Silvia Andreoli** Replying to: # 3189

[PERMALINK](#)

*Joseph, on resistance, consider that Are we resistant to ICT? Or just change? Or to feel incompetent and not wanting to feel and professions?*

13 hours ago



**Jorge Diego Castrilli**

[PERMALINK](#)

Good evening Nancy:

While I practice for years of teaching, I am new to this practice that I found fascinating as your talk. To dive in opinions and experiences of others, which are reflected in many of the mine, and to hear the clarity with which you poured your concepts, has been a gift to my ears. I hope to hear very soon. Thank you.

19 hours ago



**Nancy White** Replying to: # 3112

[PERMALINK](#)

Hello Diego - I'm glad it was clear. I Worry That It Was. A lot of These thoughts are emerging and morphing as I share them out and learn from others like this group. Sometimes Unclear That makes me! 🤔

16 hours ago



**Silvia Andreoli** Replying to: # 3190

[PERMALINK](#)

*Hello Diego - I'm glad it was clear. I worry that it was not. Many of these ideas are emerging and are formed as share them with others and learn from others like in this group. Sometimes that makes me not too clear!*

13 hours ago



**Sergio Bosio**

[PERMALINK](#)

Strongly agree. The teacher must re-configured to work with students in SLE and students with teachers. Never felt so much new to learn on the part of students and teachers.

Congratulations, very good your paper!

Strongly agree. The teacher must re-configured to work with students in SLE and Students with teachers. Never felt so much new to learn on the part of students and teachers.

Congratulations, very good your paper!

19 hours ago



**Nancy White** Replying to: # 3130

[PERMALINK](#)

Ah, thanks for translating, Sergio. Can you help me out with the acronym SLE please? Thank you!

16 hours ago



**Silvia Andreoli** Replying to: # 3191

[PERMALINK](#)

Ah, thanks for the translation, Sergio. Can you help me with the meaning of the acronym lel SLE, please? Thank you!

13 hours ago



**Claudia Silvana Cochello**

[PERMALINK](#)

Nancy I appreciate your presentation! enriching! stay in my mind a great challenge for the students and for us in the role of teachers is to carry out the process of self-learning from technology. It is very interesting passage that I as an individual do the individual, to us to reach the network!, This is another challenge, a paradigm shift in teaching and learning, as well as the relationship between teachers and students, teachers each and students together

challenge, a paradigm shift in teaching and learning, as well as the relationship between teachers and students, teachers each and students together.

Muchas Gracias!

Greetings

19 hours ago



**Nancy White** Replying to: # 3136

[PERMALINK](#)

Claudia, I worry That in my country we are actually killing the self-teaching instinct in students, more Encourage them to "learn for the test" rather than LEARN. I think we are ready for a revolution teaching and learning, if I may use That Word. And This revolution will change the relationship (including power relationships) Between teachers and learners. Scary? Probably. Useful? I think so. Either That or I'm getting radical in my old age!

16 hours ago



**Silvia Andreoli** Replying to: # 3196

[PERMALINK](#)

*Claudia, I am concerned that in my country we are actually killing the instinct of self-learning students, and encourage more to "learn to the test" instead of learning. I think we are ready for a revolution in teaching and learning, if I may use that word. And this revolution will change the relationship (including power relations) between teachers and students. Scary? Probably. Useful? I think so. Either that or I'm getting radical in my old age!*

13 hours ago



**Delia Rodriguez**

[PERMALINK](#)

Greetings aa speaker Nancy White, the moderator Silvia, and other participants

Excellent presentation, interesting to think about the learning process in the I, We and Red, I have a question,

each person has a particular learning estiilo, some feel more comfortable in small groups, others prefer to be alone and some in large networks, how can a teacher determine what is appropriate for your student group? taking into account that users were aged between 10 and 14 years and a face.

Thanks

@ DeliaRodr

18 hours ago



**Nancy White** Replying to: # 3158

[PERMALINK](#)

Delia, good question and I'd be very curious to see what others in the discussion here would say. What say the rest of you???

Since I do not work with students this age, I think I can only guess. But my instinct as a mother is to offer variety and see what gets traction for initial learning. Then move to the Modalities That learners are more challenging. Because in life, out in the world, we are not always Accommodated to our preferred styles and Modalities. Being AWARE of These, and Being Able to Work Those outside of comfort zones, is a huge asset in life!

16 hours ago



**Silvia Andreoli** Replying to: # 3197

[PERMALINK](#)

*Delia, good question and I'm curious to see what others say in the discussion here.*

*What does the rest???*

*Since I do not work with students of this age, I think I can only guess. But my mother's instinct is to offer variety and see what they achieved initial traction for learning. Then, move students to the methods that are more difficult or challenging. Because in life, in the world, located as we are not always our favorite styles and modalities. Being aware of this, and the ability to work outside the comfort zone is a great advantage in life!*

12 hours ago



**Sandra M. Cadelago**

[PERMALINK](#)

Hi all! very interesting and Nancy enriquecedodra chat, besides this fluid exchange of messages.

's technology help us reformulate the concept of *time* and *space* for learning, I think we are doing so nuetra: **Western and chaotic** but full of **beautiful experiences** that significant learning will enable us to life.

Thanks Silvia for translating [and for being in my PBworks! 🍷]

18 hours ago





**Nancy White** Replying to: # 3167

[PERMALINK](#)

Sandra, are you using a lot of wikis in your teaching? Any good stories to share? (And welcome to the blissful land of confusiasm!)

16 hours ago



**Sandra M. Cadelago** Replying to: # 3198

[PERMALINK](#)

Nancy! (Google Traslator Helps me!)  
Not as many as I would like. This example of blended learning was very productive and interesting!  
I humbly submit it if you want to see.  
Thanks for being to UBATIC +!

16 hours ago



**Silvia Andreoli** Replying to: # 3198

[PERMALINK](#)

*Sandra, are you using many wikis in your teaching? You have some good stories to share? (And welcome to the happy land of "confusismo"!)*

12 hours ago



**Mariana De Leo**

[PERMALINK](#)

Excellent presentation! truly enriching .... leaves us thinking of ways to take up the idea of "us" and combine new ways of thinking and action in the field of collective autoprendizaje, without time or space defined. .. Congratulations on this space.

17 hours ago



**FABIAN JULY Basoalto**

[PERMALINK](#)

Excellent! I loved the phrase "the beautiful and chaotic world of learning" and as each of us engage in the curriculum and the hidden curriculum, the classroom is a constellation of meanings related to a present reality and virtual reality, with no limits on your horizon. Daily dive into the adventure of learning and teaching in the virtual world not only opens the senses, critical thinking and creativity, goes further in this creating paradigms. virtual classroom are together yet separate. Leaves few thoughts about the phrase "fly with bandad" spectacular.

17 hours ago



**Nancy White** Replying to: # 3180

[PERMALINK](#)

July, This sense of joy, I believe, is contagious and spreads to other learners and teachers. It may be some of the "magic sauce" as we say --  
👍

16 hours ago



**Silvia Andreoli** Replying to: # 3199

[PERMALINK](#)

*Julio, this feeling of joy, I think, is contagious and is spread to other students and teachers. You can be part of the "magic sauce", as we say -*

12 hours ago



**Dalila Efrfron**

[PERMALINK](#)

Very interesting what is happening in Hilo. The contributions made Patricia and Joseph made to reflect, and to remember this, or at a conference presenting the virtual classroom of the chair where I work.  
previous class to give them exposure slogans students (classroom course)  
Overall the survey revealed that students preferred the classes, but seeing the virtual classroom, said they would begin to learn more on the subject ..... truth, I did not expect that response from kids so young.  
As I start thinking to think that the structures and beliefs, are not directly related to age.  
Greetings all  
Dalila

16 hours ago





**Nancy White** Replying to: # 3187

[PERMALINK](#)

Delilah - I have had my students and Their Assumptions About IT preferences Challenged a lot This Year. My students in the Netherlands are quite divided in Their comfort and use of online communities and networks, for example. Some thrive, others Strongly resist. So I find myself nodding in agreement with your comment. Thanks.

16 hours ago



**Silvia Andreoli** Replying to: # 3200

[PERMALINK](#)

*Delilah - I had my assumptions about students and their preferences for new technologies and this has been challenging me a lot this year, my students in the Netherlands are very divided on the feeling of comfort and the use of virtual communities / online and networks, for example. Some thrive, others resist strongly. So I find myself nodding your comment. Thanks*

12 hours ago



**Silvia Andreoli**

[PERMALINK](#)

It's been a great pleasure to participate as moderator of this forum. In the morning the server hosting this event page had some difficulties. But at noon when everything returned to normal peering timidly began early appearances and Nancy began to respond. After the first translations had to leave for the meeting of closing. On my trip in collective thought what was going ... Arriving at the University many commented on how active it was this space. But he had no time to sit in front of a machine to read. I had to wait until you get home! And when I opened the forum ... Surprise!

The forum was full of comments and thanks! Nancy had responded specifically to each of those involved, agreeing, commenting, expanding with new resources, asking! (Yes, look there are several questions left unanswered!)

When reading messages, all at once, I generated a lot of excitement! How important it is to have what we do in the classroom, what are the concerns, what are the times when we feel "confusiasmados" and someone from another country to come and share!!

Yes, Nancy! I managed to translate this word, "confusiasmados"! At least I think 😊 And I like a lot! Because in the course we are doing as teachers is often the feeling that we have!

met Nancy White 3 years ago without her knowledge. I'm a frequent reader of your blog ( <http://www.fullcirc.com/2012/11/06/communities-in-classrooms-at-ubatic/> ) and shares everything on the web! His spirit is always willing to share ideas, productions, questions, concerns, reflections makes your words today are not just that! Nancy believes in his words and transmits it professionally in everything you share.

I have only words of thanks to Nancy for their willingness and generosity! And of course word of thanks to all who participated. We live a very powerful and valuable experience to keep learning! I hope you enjoyed it as much as me!

(also should thank "Google Translator" that has facilitated this fluid communication, no?)  
celebrate this "learning disordered world beautiful"!!

12 hours ago



**Silvia Andreoli**

[PERMALINK](#)

*It's been a great pleasure to Participate as moderator of this forum. Let me tell you this story: In the morning the server hosting of this event had some difficulties. But at noon, When Everything returned to normal participations and Nancy started to Appear Began to answer. After the first translations I had to leave for the meeting of the closing event. On my trip by bus I was thinking what was going on here ... Arriving at the University many told me was how active this space. But I had no time to sit in front of a machine to read. I had to wait until i got home! And When I opened the forum ... Surprise! The forum was full of comments and Thanking messages! Specifically Nancy had responded to each of you, agreeing, commenting, expanding with new resources, asking! (Yes, there are several questions look left unanswered!)*

*When reading messages, all at once, I felt a lot of excitement! How important it is to be Able to share what we do in the classroom, what are our Concerns, The Moments When We feel "confusiam" and we can do all this with someone from other country That comes and shares!*

*(Yes, Nancy! I managed to translate this word, "confusiam!" At least I think I did it 😊 And I like it a lot! Because many times We have that feeling!)*

*I met three years ago Nancy White without her noticing it. I'm a frequent reader of her blog (<http://www.fullcirc.com/2012/11/06/communities-in-classrooms-at-ubatic/>) and she shares everything on the web! Her spirit is always willing to share ideas, productions, questions, Concerns, reflections. Her words today, at UBATIC + are not just that! Nancy Believes in her words and Transmits it professionally in everything she shares.*

*I only have words of gratitude to Nancy for her willingness and generosity! And of course I thank all of you who participated Actively. We lived a very powerful and valuable experience to keep learning! I hope you enjoyed it as much as I did!*

*Let's celebrate this "lovely, lovely messy world of learning"!*

*Thank you Nancy! Thank you all!*

Silvia

11 hours ago



**Gabriel Alejandro MINGIACA**

[PERMALINK](#)



Excellent, very good, very interesting all the variants we can use each of us from the classroom to the network. I'm innovating with my students gave us tools that Silvia and generated great expectations. Thank you very much.

11 hours ago



**David Colombo**

PERMALINK

Hello everyone

definitely experience in this space of reflection has been very rewarding and profitable. In particular, I have shown to my peers and Venezuelan students who have made contributions under the premise of networking. I especially congratulate Dr. Nancy White for his thoughts on the work online consustanciado with sameness (I) and otherness (other-community), Silvia Andreoli for his excellent moderation and the remains of their colleagues valuable comments for the benefit of those who believe that we must change and share. Remember that we are partners in learning. A hug and thanks!

4 hours ago



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