

Communities of Practice as a Training Model for Professional Development of In-Service Teachers: Analyzing the Sharing of Knowledge by Teachers

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Abstract : The advent of new technologies in education inspires practitioners to approach teaching from a different angle with the aim to professionally develop and improve teaching practices. Online communities of practice among teachers seem to be a trend associated with the integration efforts for a modern and pioneering educational system and training program. This study attempted to explore the participation in online communities of practice and the sharing of knowledge between teachers with aims to explore teachers' incentives to participate in such a community of practice. The study aims to contribute to international research, bringing in global debate new concerns and issues related to the professional learning of current educators. One official online community was used as a case study for the purposes of research. The data collection was conducted from the content analysis of online portal, by questionnaire in 184 community members and interviews with ten active users of the portal. The findings revealed that sharing of knowledge is a key motivation of members of a community. Also, the active learning and community participation seem to be essential factors for the success of an online community of practice.

Keywords : communities of practice, teachers, sharing knowledge, professional development

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