



MEMBERSHIP CHARACTERISTICS AND ENGAGEMENT IN AN INTERNATIONAL COMMUNITY OF PRACTICE FOR TECHNOPEDAGOGY: A QUANTITATIVE ANALYSIS

A community of practice (CoP) is a group of individuals, with diverse personal or professional backgrounds, who share a common interest in a specific domain, whether or not it is related to a profession. These individuals meet regularly and consistently, exchanging and sharing their daily experiences as well as useful resources, while exploring new perspectives to deepen their knowledge and skills in the field, with the aim of enhancing their practice.

(Housni et al., in press)

Entry conditions in CoP

Characteristics of participants

Personal

Professional

Habits regarding with CoP

Participation and exchanges

(Charlier & Daele, 2006; Wilson et al., 2020; Tremblay, 2005)

Carré's typology of motivations

Intrinsic

- Epistemic
- Socio-affective
- Hedonic

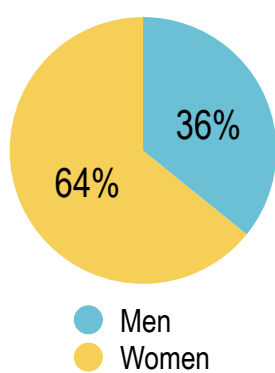
(Carré, 2001, cited by Boumazguida, 2020)

Extrinsic

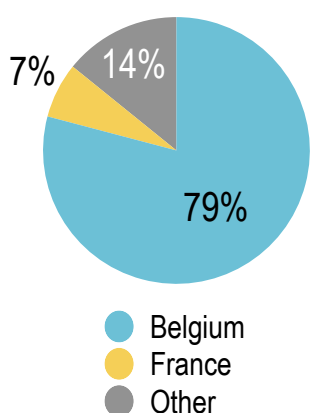
- Professional operative
- Personal operative
- Derivative
- Identitarian
- Vocational
- Prescribed

Q1.1 : What are the individual characteristics of future CoP members (N=134)?

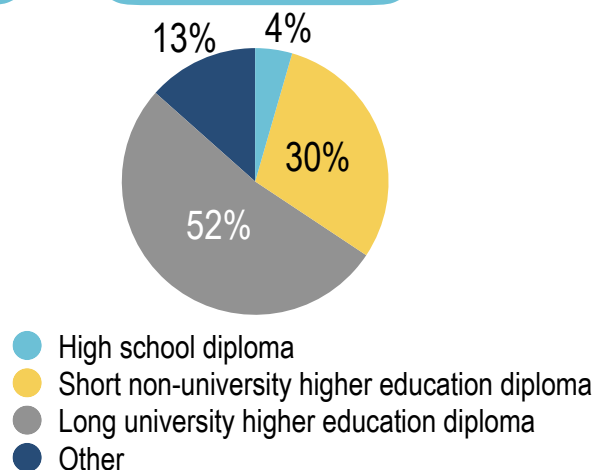
Gender



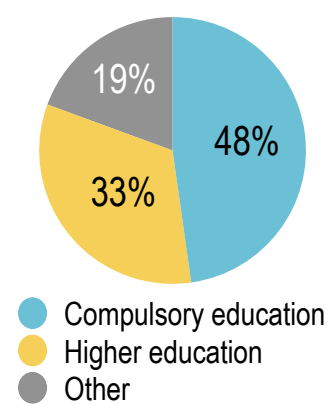
Geographical Origin



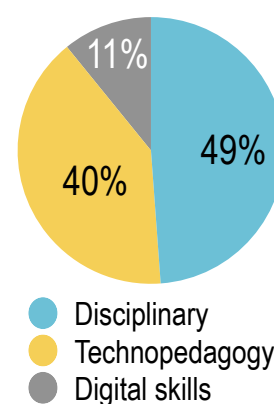
Education



Profession



Teaching contents



Age

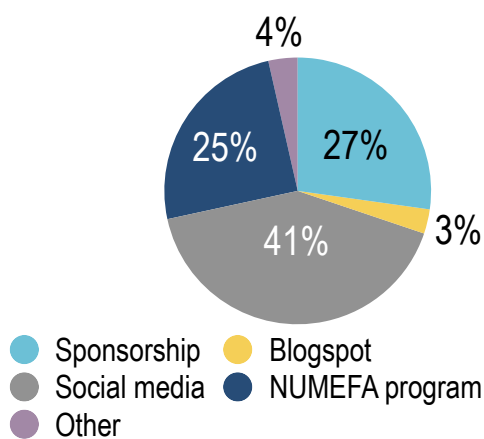
μ	σ	Min	Max
42,5	9,46	24	65

Professional tenure

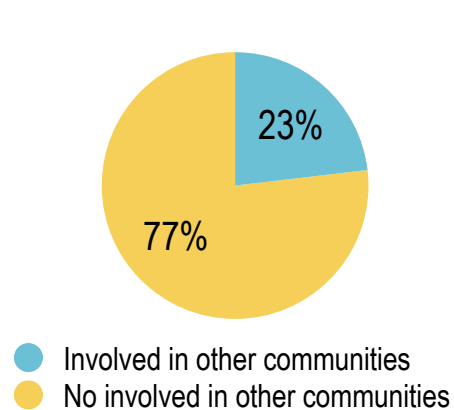
μ	σ	Min	Max
16,94	9,4	0	43

Q1.2 : What are the Members' Habits Regarding with CoP (N=134)?

Discovery of the CoP



Participation in other CoP



Q1.3 : Why do members join the community (N=134)?

Motivation	Reason: I have registered for the CoP...	μ	σ	Min	Max
Intrinsic	to learn new content related to technopedagogy [epistemic].	4,57	0,84	1	5
	because I think it will allow me to interact with people from different backgrounds [socio-affective].	4,27	0,97	1	5
	to have the opportunity to learn in an innovative and original environment [hedonic].	4,26	0,97	1	5
Extrinsic	because I think it will allow me to acquire skills that will enable me to be more effective in my current professional situation [professional operative].	4,35	0,99	1	5
	because I believe it will allow me to develop skills that can be reinvested in my personal life [personal operative].	3,66	1,25	1	5
	to do something more interesting than usual [derivative].	3,22	1,37	1	5
	to have the opportunity to be recognized by people who work in the same professional environment as me [identitarian].	3,15	1,35	1	5
	because I believe it will allow me to develop skills that I could use to get a job or change jobs to do something more interesting [vocational].	3,04	1,53	1	5
	On the orders/recommendations of a superior, I am obliged to do so [prescribed].	1,69	1,28	1	5

Q1.4 : What willingness do CoP members have to participate actively and discuss their teaching practices (N=134)?

	μ	σ	Min	Max
I have time to participate in the activities of the community of practice	3,06	0,96	1	5
I plan to take the necessary time to participate in the activities of the community of practice.	3,59	0,96	1	5
I plan to collaborate with my peers within the community of practice.	3,84	1,02	1	5
I regularly exchange ideas with my peers about each other's teaching practices.	3,63	1,27	1	5
I have the opportunity in my work environment to discuss my teaching practices.	3,72	1,17	1	5
I regularly discuss my teaching practices.	3,66	1,18	1	5
I can articulate my viewpoint regarding my teaching practices.	3,95	0,99	1	5

Q2 : Do entry conditions predict willingness to participate in the CoP (N=134)?

Multiple regression analysis: Explanatory model for intention to participate in the CoP

R	.768	Tolerance
R^2	.59 (59%)	
P-value	.001	
Predictor n° 1	Having time to participate in activities	.74
Beta	.43 ($p < .001$)	
Predictor n° 2	Having the intention to collaborate with peers	.791
Beta	.479 ($p < .001$)	
Predictor n° 3	Having the opportunity to learn in an original and innovative environment [hedonic]	.489
Beta	-.145 ($p = .077$)	
Predictor n° 4	Learning new content related to technopedagogy [epistemic]	.522
Beta	.160 ($p = .043$)	

The results indicate that it is not the individual characteristics, but rather motivational and contextual factors that significantly predict the willingness to participate in the CoP.