



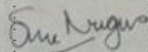
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awarded to:

Sandra Figaro-Henry, Lisa Wickaham and Freddy James

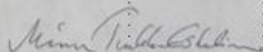
For the Poster

*Creating Collective Leadership Capacity using 21st Century Digital
Tools: A View from the Carabbean*



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Creating Collective Leadership Capacity Using 21st Century Digital Tools: A View From The Caribbean

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Introduction

Features of the research:

- ◆ Masters in Educational Leadership course
- ◆ Using 21st Century digital tools to collaborate
- ◆ Supporting others' learning and practices
- ◆ Creating collective leadership capacity

Research Question

To what extent has doing an educational leadership postgraduate course using innovative digital tools fostered collaboration and created collective leadership capacity among the practitioners?

Theoretical Framework

"Distribution of Knowledge" and "Distributed Memory" (Hutchins, 1995) "Knowing in Practice" (Orlikowski, 2002)

Methodology

Approach: Qualitative interpretive

Open-ended online survey, Observation, Videos

Description of participants: Secondary school: teachers, heads of departments, principals and vice-principals

21st Century Tools that Facilitated Collaboration:

- ◆ Weebly Blogs-Individual and group reflective practice discussions spaces
- ◆ Wikispaces-Wikis were used as teaching/learning inclusive learning
- ◆ Padlet-Instant collaborative spaces were used as brainstorming and whole class idea-generating tools, accessible from anywhere
- ◆ Moxtra/Whatsapp-mobile tools were used to continue the discussions (on the go) as ideas were broadened toward implementable application
- ◆ Google docs-facilitated text-based small-group collaborative writing
- ◆ Video-conferencing tools-facilitated inter-island teaching, collective idea-sharing and assessment

"These tools assist me in maintaining contact and collaborating, even brainstorming at times. I have created a WhatsApp group with staff for this purpose. It has had an unexpected outcome of building even closer bonds"



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PARTICIPANTS FROM TRINIDAD & TOBAGO



STAKEHOLDER COMMUNITY

"One of the first lessons to be learned in the development of teacher community is that some people know things that others do not know and that the collective's knowledge exceeds that of any individual" (Grossman, Wineburg, & Woolworth, 2001, p. 973)



COURSE PARTICIPANT



SCHOOL COMMUNITY

"Encouragement and techniques used by leaders of the course have also helped with communication. Having me work with others who are skilled in ICT use and motivation by tutors gave me confidence to try new and challenging areas"

Findings

The data showed how learning within the digital collaborative spaces was multidirectional, and enhanced the possibilities of each student's learning and practice.

- Within groups- virtual/face-to-face
- Across groups
- Across islands (Trinidad and Tobago)
- Lecturers and students
- Participant to Participant
- Lecturers and lecturers
- Participant and school community
- Participant, lecturers and education stakeholders

Conclusions

The group's collaborative endeavours produced:

- Substantive collective knowledge that elevated practice
- Improved technological skills
- Collective leadership capacity within educational institutions and organizations in Trinidad and Tobago.
- Collective knowledge of the group
- New insights that supported mutual practice.

References:
Grossman, P. L., Wineburg, S., & Woolworth, S. (2001). Toward a theory of teacher community. *Teachers College Record*, 103(8), 942-1012.

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