13:45 Introduction
  Aims & Objectives for the day
  - hear some stories
  - clarify aims
  - develop the case for joining the community
  - create detailed objectives
  - consider inquiry questions wrt project and tools

14.00 Interactive presentation
Online community of inquiry - making it work
Richard Millwood - Core Education UK & the University of Bolton

1 The ChestNet experience - a community of trainee specialist registrars
  - building on existing F2F formal training
  - sharing resources and extending learning
  - early days / difficulties with access

2 Talking Heads - a national online community of headteachers
  - informal learning
  - tacit knowledge & experience shared
  - confidence vital
  - experts that matter

3 The Ultraversity - an online community of inquiry
  - diverse learners / affective needs (John Heron)
  - individual, negotiated inquiry alongside community experience
  - common challenge: to improve work practice
  - innovation in assessment

4 Key issues summary
  - purpose / facilitation / authority / closure / rhythm / review
  14:30 Discussion / final questions

14:40 Elaborate - a walk-through

15:00 Tea and coffee

15:15 Workshop - developing purpose
  - establishing consensual aims
  - identifying facilitation
  - events diary / hot seats / closure / ‘community rhythm’
  - review and evaluation
  - effectiveness of tools

15:50 Next steps

16:00 Depart
Aims & Objectives for the day

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purpose / facilitation / authority / closure /
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<table>
<thead>
<tr>
<th>Emotion</th>
<th>Description</th>
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<tbody>
<tr>
<td>Appreciation</td>
<td>the love of aesthetic form</td>
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<td></td>
<td>“The emotions of a fulfilled imaginal sensibility are of a range and subtlety</td>
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<td>that outstrip the power of language to symbolize them. Hence they are</td>
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<td></td>
<td>conveyed by the non-discursive symbolism of drawing, painting, sculpture,</td>
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<td></td>
<td>music and dance.”</td>
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<tr>
<td>Interest</td>
<td>the love of knowledge</td>
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<tr>
<td></td>
<td>“When the need to understand is realized, we experience interest, extending</td>
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<td></td>
<td>into curiosity and fascination, the passion for truth, excitement in</td>
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<td></td>
<td>intellectual discovery, pleasure in the clear communication of ideas.”</td>
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<tr>
<td>Zest</td>
<td>the love of action</td>
</tr>
<tr>
<td></td>
<td>“The emotions involved in the fulfilment of free choice and effective action</td>
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<tr>
<td></td>
<td>including “relish, gusto, exhilaration, achievement and work satisfaction.”</td>
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<tr>
<td>Conviviality</td>
<td>the love of company</td>
</tr>
<tr>
<td></td>
<td>“The pursuit of ‘co-happiness’ &amp; mutual fulfilment interpersonally &amp;</td>
</tr>
<tr>
<td></td>
<td>collaboratively, the pleasure of others’ smiles, laughter and contentment.”</td>
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<tr>
<td>Recognition</td>
<td>the love of achievement</td>
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<td>“The pleasure in communal and societal valuation in achieving real outcomes,</td>
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<td></td>
<td>surpassing a goal and exceeding expectations.”</td>
</tr>
<tr>
<td>Controversy</td>
<td>the love of dissent</td>
</tr>
<tr>
<td></td>
<td>“The rush of realisation that there is another view that may provoke</td>
</tr>
<tr>
<td></td>
<td>personal enrichment and realignment.”</td>
</tr>
</tbody>
</table>


“Of course, the drift away from participatory feeling is not inevitable”
John Heron - p34, Feeling and Personhood

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