Eastern European Countryside
DOI: 10.2478/eec-2018-0008
24' 2018

Nives Ličen, Franja Božnar, Jože Podgoršek

Knowledge Networking in Agricultural Practice. Case study from Slovenia*

Abstract

This study analyses knowledge networking between educational institution/knowledge provider, associations and knowledge users in the agricultural sector within the local environment in Slovenia. It is based on the theory of expansive learning and the concept of knowledge networking. A qualitative research paradigm using ethnography and in-depth semi-structured interviews has been used and involved various actors included in selected activity systems (the educational institution, associations and knowledge users). Our findings indicate that cooperation between associations and the educational institution has advantages for all involved and that, according to research participants, it fosters the transfer of knowledge from the academic/research sphere into practice.

In the case studied, we describe the development of new forms of connections between local knowledge and academic knowledge, both developing as a part of real-world complex learning environment. Knowledge networks have thus been built by enabling the transfer of explicit and tacit knowledge through social networks and by the development of new practices.

Keywords: educational institution; local association; knowledge networking; expansive learning; cooperation

* This work was supported by the Slovenian Research Agency (P5-0174).

Introduction

Implicit and explicit knowledge is a critical resource for innovative practice and development in rural and urban regions; therefore, knowledge management (KM) and knowledge sharing (KS) are present in companies, virtual networks and cooperation between educational institutions and their environment (Nonaka and Krog 2009; Grodzki, Calma and Rehman 2017). In Slovenia, as in other parts of Europe, we are familiar with studies on cooperation between elementary schools and their environment (Šteh, Kalin and Mrvar Gregorčič 2015; Mrvar Gregorčič and Mažgon 2016), while networking between higher education and the rural local environment is less well known. Consequently, our interest focused on the characteristics of knowledge networking between associations and a selected higher education centre.

We based our work on research findings which show a gap between new knowledge and agricultural practice (Charatsari, Černič Istenič, Lioutas and Evangelos 2013; Kneževič Hočevar and Černič Istenič 2014). Various authors have raised the question of how to trigger the development of new forms of linking up and cooperation of institutions in the environment, thereby facilitating the transfer of knowledge into agricultural practice. We thus assume that modern ideas on knowledge networking need to be integrated into the traditional connecting of Slovenian associations and local knowledge, being that the latter is culturally situated and influences innovations in the environment (Fakin Bajec 2016). Our research focuses on the possibility of connecting a higher education centre and associations, with their contribution to knowledge networking constituting what are called learning ecologies (Jackson 2013).

Conceptual framework

Knowledge networking is understood as the practice of people connecting and cooperating in order to transfer knowledge, exchange experiences, and create new practices (cf. Qureshi 2006; Brenner et al. 2011; Choudry and Kapor 2013; Olaisen and Revang 2017). Our research starts from the model of learning ecology (Jackson 2013) alongside the notion community education and theory of expansive learning, all of which explain that knowledge is created and transformed by combining information,

experiences and cultural context, while touching upon interpretation and reflection in social practice.

Expansive learning theory and activity theory have their roots in the socio-cultural tradition in psychology, Vygotsky's work, and anthropology (e.g. Bateson 2000 [1972]). The basic concept in the theory of expansive learning is human activity as purposeful, mediated and transformative interaction between humans and the world. Expansive learning stresses action and the development of an activity system, dialogue and multiple perspectives in networks of interacting activity systems. Contradictions between activity systems may be a source of either conflicts or innovation and progress. Changes lead to expansive transformations (Avis 2009; Engeström 2015). Expansive learning is a horizontal transformative process that includes boundary crossing in existing practices, enabling productive cooperation and the formation of new ideas. The name 'boundary crossing laboratory' is used for a special form of educational meeting, which is applied in various organisations.

An important concept in our research is also that of so-called co-configuration work, which represents an increasingly frequent type of work and continuous learning between organisations and their clients or users, with interactions and relationships providing learning and development. Hence, all involved form a living network of knowledge and ideas that foster innovations.

The expansive learning taking place in co-configuration work is described in terms of three key features: (a) transformativity of learning and movement into the zone of proximal development, (b) dialogue and multi-voicedness, (c) tacit learning or subterranean learning, referring ot the implicit learning involving unconscious processes that anchor and stabilise the networks of activity systems in cultural environment. Learning within interconnected activity systems (our case study research includes associations and an educational institution) involves cooperative work, knotworking, co-configuration and boundary crossing.

The model of expansive learning developed by Engeström (2015) emphasises contradictions as the sources of change. Its reflective questioning of existing practices represents the first phase in the cycle of expansive learning. The goal of this phase is to detect and define problems and contradictions that lie behind these practices. The next phase analyses the situation and past experiences in the activity system. The third phase looks

for solutions and forms new solutions and activity patterns in problem situations. The next phase tests the new activity model and then introduces it into the existing practice. The last two phases of expansive learning are reflection and evaluation of new practices, and their consolidation.

The expansive learning circle is thus closed. As such, it brings qualitative changes in the operation of whole activity systems. Such learning was detected in the activities of associations included in our research, to be described in the second part of the article.

The Purpose of the Study

The purpose of our research was to establish how to facilitate, through the cooperation of the educational institution and associations, knowledge transfer and networking with farmers and establish, what the necessary preconditions are in the opinions of the different social actors. Here, we are interested in the process of expansive learning as associations and the selected educational institution connect, so translating the findings into other (Slovene) environments with a long tradition of farmers' associations.

In 2015, our first research phase defined the basic research questions, which were successively supplemented as the study proceeded through 2015 and in 2016. The principles of reflective methodology were then followed (Alvesson and Sköldberg 2009). We were interested in the following issues:

(1) Cooperation between the educational institution and the local environment in educating farmers.

(2) Relationships among participants in the 'knowledge network' (school, associations, their members, others).

(3) The impact of the environment in fostering knowledge networking.

(4) The transfer of knowledge between the academic, educational or research sector and agricultural practice; suggestions for more efficient knowledge transfer and networking.

Method

The study was carried out based on the principles of the qualitative paradigm, with emphasis on research practices typical of cultural studies (Gray 2007; Alvesson and Sköldberg 2009; Creswell and Poth 2017). The study

was conducted in Slovenia, a small post-socialist country and, as a case study, took place in Novo Mesto, in the south-eastern part of Slovenia, i.e. the Dolenjska region. This area includes the educational centre GRM Novo Mesto – Centre for Biotechnology and Tourism, which is attended by approximately 1000 secondary school students and 150 higher education students in formal education programmes (the website of the educational centre is www.grm-nm.si.) This institution provides secondary and higher education programmes but is also active in the field of formal and non-formal adult education. The fact that the school develops cooperation with local associations is important for our research.

Seven associations have their headquarters in the school premises:

– Grmčani Association,
– Trška Gora Winegrowers Association,
– Novo Mesto Equestrian Club,
– Dolenjska Fruit Growers Association,
– Cviček Consortium,
– Peter Pavel Glavar Regional Beekeepers Union,
– Ajda Association of Biodynamic Farming Societies.

The first research phase (2015) includes field observation at the levels of the educational institution, the listed associations and the knowledge users (i.e. farmers), while following the principles of ethnographic research as documented in field notes. Together with field observation, the second phase (2016) included 10 in-depth partly structured interviews, thereby providing diverse information according to the principle of information source triangulation (Creswell and Poth 2017).

Four perspectives on learning and knowledge networking were analysed, enabling us to collect data from four groups of respondents. We interviewed two school representatives, two leading representatives of associations who decide on access and transfer of knowledge, four members/farmers of the associations involved and two farmers who, without being members of these associations, represented the knowledge users. All records were arranged in sequence (Interviews 1–10; field notes), then a coding method was used. Due to limited space, the notes will not be quoted in full but all materials are available from the authors. After the conclusion, we verified with selected participants that our formation of themes and interpretation of results were suitable for this study.

Results and Discussion

The research results will be presented through themes shaped according to the research questions and analysis of materials.

Cooperation between the educational institution, the environment (associations, knowledge users) and the role of each actor

All the respondents (school management, leaders of associations, their members and non-members) expressed a willingness to cooperate; they believe that encouragement from their head staff is important. Their mutual cooperation and readiness are considered important elements for expansive learning, since readiness for connecting up and for connecting activity systems is crucial to secure the productive cooperation of various actors. The important role of those active in both systems (as members of school and association at the same time) was noted and these encourage cooperation and strengthen mutual relationships.

If we perceive associations, the educational institution and the local environment as activity systems, then boundary crossing between them takes place through "steering" between various discourses, habits, and beliefs. The respondents' expressed satisfaction with their cooperation; however, all involved would not cooperate if the school and the association did not expressly work to resolve mutual conflicts and differences through a dialogical relationship. If interpreted from the perspective of co-configuration, we note that the possibilities for non-hierarchical cooperation and development of dialogue knowledge have thus been established.

The school encourages and promotes lifelong learning. There are many different opinions on the concept of lifelong learning and interpretation issues (cf. Vidmar 2014); in our research we emphasised the role of lifelong learning as a tool for empowerment of local farmers and development of a creative economy.

We also focused on incentives by the wider political community as state policy influences the operation of all included activity systems. According to respondents, the political framework would have to change to add stimulation to the operation of learning networks locally. Creative ideas from the 'bottom up' should be encouraged and, together with vertical respon-

sibility sharing, horizontal common responsibility should be developed. This finding is in line with other studies (such as Hodgson and Spours 2009; Černič Istenič and Knežević Hočevar 2013; Contu 2014). Hence, if we wish to develop knowledge networks locally, then it is necessary to provide incentives from the wider social environment.

Data from interviews and field observation has led us to the conclusion that the school acts as a link between knowledge users and the educational and research sphere. In reference to farmers, this role can be implemented through associations. The respondents emphasised the importance of associations in assembling knowledge users/farmers, thus encouraging networking and knowledge transfer. They perceive the role of associations as connecting knowledge users and encouraging their cooperation in knowledge transfer to research groups not only from theory in practice, but also from the group of practitioners (local knowledge, experiential knowledge and educational needs).

In view of their experiences, farmers often distrust (formal) education, so networking has to be organised in such a way as to transfer information and develop mutual trust as well. Connecting associations to an educational institution proves to be suitable practice which forms a 'living human network' or, according to expansive learning theory, creates activity systems interconnected by the school.

Relationships between participants in the activity system

A collective activity system – in our study, the association and educational centre/school – is formed by the actions of people and communities. Activity refers to complex connections within the system (in a school or an association) between a person and a group. Their connections or relationships are therefore essential for the activity system. This cooperation results in mutual aid and dependence as stressed by Engeström (2004, 2007) in reference to co-configuration work. Such work presupposes learning within and between various activity systems. Partner relationships form between the school and associations, based on harmonising interests and on networking between various elements.

We should note here that educational institutions and associations, their members and external knowledge users are joined by common interests,

which leads to increased social capital. To interpret this finding, we can use studies by Baquet et al. (2013), noting that such partnership empowers a community and increases an individual's readiness to participate actively in the operation of the system. The interviewed knowledge users/farmers claimed that such a partnership between the school and the local environment, as well as positive attitudes on the part of the participants, impact a person's readiness to participate in other activities, which may lead to the development of innovative local cores.

The impact of the environment on cooperation and knowledge networking

It has been noted that a school/educational centre opens into a space and forms fluid networks of interconnected persons and institutions/associations. This finding was confirmed by the respondents. Hence, educational institutions, associations and people form a network comparable to the ecology of knowledge described by Jackson (2013). They have in common conceptual knowledge, practical knowledge, goals and values.

'Ecologies' thus lead to informal learning or non-intentional (tacit) knowledge exchange. Like Jackson (2013), who includes intentional education activity and learning as a collateral product of cooperation and networking into his learning ecologies, our research reveals growing connections between organised non-formal education and informal learning. In our study, we detected a lot of organised education (courses, workshops, etc.), while the respondents also emphasised informal learning. Associations cooperating among themselves, or with an educational institution, promote learning as part of common activities without making it their main goal.

These findings are in accordance with ethnographic studies by Ličen, Findeisen and Fakin Bajec (2017) on activities and learning in rural women's associations, where learning is a process collateral to other activities. Respondents put the main emphasis on the relationships that a person develops with others and the environment, along with related (collateral) learning. An integrative and open environment hence enhances the flow of information and knowledge networking. Pan et al. (2015) note that social factors (relationships with others, membership, a person's identification, etc.) are among the main conditions for the exchange of knowledge

and experiences. Our interviews and observations testify to this. Knowledge exchange is influenced by the community or its environment, taking knowledge and the perception of knowledge to ne important, and hence supporting educational technology and strategy.

Our respondents noted that the cooperating educational institutions, associations and local environment contribute to not only to spreading new ideas and practices, but also transferring business initiatives and assisting with professional development. School proximity and openness is perceived as an advantage in terms of possibilities for meetings, exchange of experiences and education. The social context and intentional development of mutual learning strategies, preferably linked to local traditions, do have a role in learning and knowledge networking.

Respondents mentioned a long tradition of educating farmers in the Dolenjska region with Grm Novo Mesto – Centre for Biotechnology and Tourism as its operator and so constituting part of the impact of the social and cultural environment on modern practices in educating farmers. The educational tradition is reflected in people's feelings and their connection to education as well as in the quality of the education programmes they develop. Tradition (as cultural features that developed in an environment) thus goes together with the proximity of the school (associations have headquarters in the school premises), its openness to novelties, cooperation with the environment and consideration of farmers' interests (and their educational needs).

Respondents see possibilities for further participation in interdisciplinary cooperation, understood as connecting academics and practitioners of various expert sectors (tourism, agriculture, ecology, nutrition, etc.). Interdisciplinarity brings new forms of work and connects various types of knowledge (Urquhart et al. 2013). The so-called economic cluster was mentioned as a form of connection, being that economic cluster presupposes networking between people, knowledge and experience.

As noted by Baquet et al. (2013), such cooperation requires a common understanding of the operative goals of association, close partner relationships, shared responsibility and common plans for the future. Such cooperation of various elements (school, associations, knowledge users) provides space not only for learning, but also for forming new activity models recognised as expansive learning. Our respondents mentioned new forms of grouping (cooperatives, etc.) that follow or upgrade the existing

models, while also offering new possibilities to participants. Nonetheless, dialogue and partner relationships among various knowledge holders are very important, as established within the research project by Černič Istenič and Knežević Hočevar (2013).

Knowledge transfer and networking between participants

Knowledge networking is based on readiness to provide access to new knowledge and to transfer and disseminate it. During interviews, all the respondents said that school staff encouraged knowledge networking, which is reflected in the situations and events outside formal education. Here, networking includes partly organised, structured or guided opportunities that provide or enable a person's learning. Education and training events, various presentations, fairs and joint projects encourage intentional learning by individuals and the development of a positive attitude to learning in adulthood. In the opinions of respondents, the school is 'definitely the most important initiator of knowledge exchange and networking, and promoter of lifelong learning and adult education' [Interview 1, member of association].

Here, important actors include lecturers and mentors; in our study, they were both theoreticians (researchers, professors) and practitioners (farmers). Respondents point out that knowledge transfer takes place not only from theory (conceptual knowledge), but also from practice (experientially formed outcomes). Members of associations exchange knowledge and consider it indispensable, as confirmed in other studies (such as Ramesh Babu and Gopalakrishnan 2008; Jackson 2013).

Respondents/members of associations perceive knowledge as a 'competitive advantage' and highlight three outcomes: obtaining the newest information, exchanging experiences and acquiring new knowledge. Nonetheless, associations have various goals and respondents see the advantages in a person's cooperation and membership of associations insofar as they are able to exchange experiences and develop new practices.

Respondents see the advantages for the school in feedback on the work of the school and in feedback from agricultural practice, which can be useful in the evaluation of their work. The school's professional reputation is raised and intergenerational cooperation enhanced (secondary school students

and farmers/members of associations link up). These statements are in line with the research of Baquet et al. (2013). The educational institution gains quality communication with the environment, while higher cultural sensibility is enabled through its cooperation and outward openness. We found that cooperating with associations makes the school responsive to the needs of its environment. It was respondents who noted that the feedback that the school obtains through networking with knowledge users is an advantage. Individuals are thus readier to cooperate with an institution they perceive to be part of their social network and within their circle of trust.

Knowledge networking is enabled through formal and non-formal education. Respondents mentioned lectures, fairs and professional excursions as important paths of learning. As our research is based on expansive learning theory, we hence looked for a few examples. Respondents mentioned/emphasised particular phases of the expansive learning circle and here processing milk thistle can be given as a comprehensive case of expansive learning [Interview 5]. First, the respondent prepared a project work on processing milk thistle and then a situation analysis was performed through conversation with professors, who also helped form new ideas and solutions (this shows how important it is to reflect on the situation and keep dialogue with holders of professional knowledge).

Next, the new practice model was studied (testing, growing milk thistle plants in school nurseries), introduced and used (promotion of new supplementary activity on farm; through the association and school). In this phase, activities included knowledge networked through school and association. The next stage of expansive learning involved reflection and evaluation of the new 'market' idea and this new practice – growing, promotion and marketing milk thistle – was consolidated. The learning individual (our respondent) thus became connected to various actors (holders of formal and informal knowledge).

Conclusion

Our research was focused on studying the functioning of complex learning environments (learning ecologies) in the networking of agricultural knowledge. An educational institution can be understood as an activity system and innovative community that encourages new solutions and disseminates knowledge in rural area to all those connected to it. Hence, knowledge

does not only spread through the formal curriculum, but rather through all its connections with other activity systems (associations in our study).

The research example of the education centre is a good practice case of knowledge networking among various actors: the school, associations and farmers. Respondents considered networking to be efficient; a claim that we interpreted using elements of expansive learning and by taking into account traditional practices of association (clubs, societies, and associations) in the environment (cultural practices), as well as new modes of cooperation between the educational institution and associations at several levels.

All the participants in the case study highlighted the importance of participative relationships and mutual communication, support and interdependence among partners as significant factors, which confirms the theoretical starting points of expansive learning. Learning takes place within an activity system and between activity systems. According to the respondents, everybody gains something in this kind of cooperation, stressing the role of the leading staff of the educational institution and associations as a good guideline in developing new practices.

The associations connected to educational institutions thus enter into farmers' practice of knowledge networking as innovative strategies, based on local cultural tradition. The case studied here is transferable to other environments in efforts to facilitate knowledge transfer in a local environment.

In conclusion, this research suggests that innovative knowledge networking between different activity systems – a higher education institution, associations in local rural environment and agricultural workers – takes place on the level of formal and non-formal education, as well as within informal social networks. The results of this case study suggest that in areas where social and knowledge networking have deep roots in cultural tradition (i.e. farmers associations), the incorporation of cultural traditions in learning ecologies fosters a faster exchange of knowledge.

References

Alvesson, M., Sköldberg, K. 2009 Reflexive Methodology, London: Sage.

Avis, J. 2009 Transformation or transformism: Engeström's version of activity theory? Educational Review 61(2): 151–165, doi: https://doi.org/10.1080/00131910902844754

Baquet, C., Bromwell, J., Hall, M. and Frego, J. 2013 Rural community-academic partnership model for community engagement and partnered research, Progress in Community Health Partnerships: Research, Education and Action 7(3): 281–290, doi: 10.1353/cpr.2013.0028

Bateson, G. 2000 [1972] Steps to an Ecology of Mind, Chicago: *University of Chicago Press*.

Brenner, T., Cantner, V., Fornahl, D., Fornhold-Eisebith, M. and Werker, C. 2011 Regional innovation systems, clusters and knowledge networking. Papers in Regional Science 90(2): 243–249, doi: https://doi.org/10.1111/j.1435-5957.2011.00368.x

Charatsari, C., Černič Istenič, M. and Lioutas, E. D. 2013 "I'd like to participate, but ..." women farmers' scepticism towards agricultural extension/education programmes. Development in Practice 23(4): 511–525, doi: https://doi.org/10.1080/09614524.2013.790345

Choudry, A. and Kapor, D. (eds) 2013 Learning from the ground up: global perspectives on social movements and knowledge production, Basingstoke: Palgrave Macmillan.

Contu, A. 2014 On boundaries and difference: Communities of practice and power relations in creative work. Management Learning 45(3): 289–316, doi: https://doi.org/10.1177/1350507612471926

Creswell, J.W. and Poth, C.N. 2017 Qualitative Inquiry and Research Design, Los Angeles, London: Sage.

Černič Istenič, M. and Knežević Hočevar, D. 2013 'Ovire pri prenosu znanja iz akademske sfere v kmetijsko prakso v Sloveniji' [Obstacles in knowledge transfer from academic sphere to agricultural practice], in B. Čeh, P. Dolničar and R. Mihelič (eds) Novi izzivi v agronomiji: zbornik simpozija [New challenges in agronomy: symposium collection], Ljubljana: Slovensko agronomsko društvo, pp. 339–345.

Engeström, Y. 2004 New forms of learning in co-configuration work. Journal of Workplace Learning 16(1/2): 11–21.

Engeström, Y. 2007 Enriching the theory of expansive learning: lessons from journeys toward co-configuration. Mind, Culture and Activity 14(1–2): 23–39, doi: https://doi.org/10.1080/10749030701307689

Engeström, Y. 2010 'Expansive learning – Toward an activity-theoretical reconceptualization' in K. Illeris K. (ed.) Contemporary Theories of Learning. London: Routledge, pp. 53–73.

Engeström, Y. 2015 Learning by Expanding: An Activity-Theoretical Approach to Developmental Research, New York: Cambridge University Press.

Engeström, Y. and Sannino, A. 2010 Studies of expansive learning: Foundations, findings and future challenges. Educational Research Review 1(5): 1–24, doi: https://doi.org/10.1016/j.edurev.2009.12.002

Fakin Bajec, J. 2016 Cultural heritage and the role of voluntary associations in the process of achieving sustainable development in rural communities. Studia ethnologica Croatica 16(28): 21–45, doi: https://doi.org/10.17234/SEC.28.2

Gray, A. 2007 Research Practice for Cultural Studies, Los Angeles: Sage.

Godski, E., Calma, C. and Rehman, S. 2017 Knowledge Management and Challenges in Education, Munich: BookRix.

Hodgson, A. and Spours, K. 2009 Collaborative Local Learning Ecologies: Reflection on the Governance of Lifelong Learning in England, Leicester: NIACE.

Jackson, N. 2013 Lifewide Learning, Education and Personal Development. The Concept of Learning Ecologies. Available at: http://www.lifewideebook.co.uk/uploads/1/0/8/4/10842717/chapter_a5.pdf (18.09.2016)

Kerosuo, H. and Engeström, Y. 2003 Boundary crossing and learning in creation of new work practice. Journal of Workplace Learning 15(7/8): 345–351.

Knežević Hočevar, D. and Černič Istenič, M. 2014 In pursuit of knowledge-based Slovenia: is knowledge transfer to agriculture stuck in faculties? Anthropological Notebooks 20(3): 103–120.

Ličen, N., Findeisen, D. and Fakin Bajec, J. 2017 Communities of practice as a methodology for grassroots innovation in sustainable adult education. Andragoška spoznanja 23(1): 23–39, doi: http://dx.doi.org/10.4312/as.23.1.23-39

Mrvar Gregorčič, P. and Mažgon, J. 2016 Sodelovanje šolske svetovalne službe s posamezniki in institucijami v skupnosti' [Colaboration of a school counseling service with individuals and institutions in a community]. Sodobna pedagogika 67(1): 38–57.

Nonaka, I. and von Krogh, G. 2009 Tacit knowledge and knowledge conversation: Controversy and advancement in organizational knowledge creation theory. Organization Science 20(30): 635–652, doi: https://doi.org/10.1177/0170840606066312

Olaisen, J. and Revang, O. 2017 Working smarter and greener: Collaborative knowledge sharing in virtual global project teams. International Journal of Information Management 37(1): 1441–1448, doi: https://doi.org/10.1016/j.ijinfomgt.2016.10.002

Pan, Y., Xu, Y. C., Wang, X., Zhang, C., Ling, H. and Lin, J. 2015 Integrating social networking support for dyadic knowledge exchange: A study in a virtual community of practice. Information & Management 52(1): 61–70, doi: 10.1016/j.im.2014.10.001

Qureshi, S. 2006 Collaboration for knowledge networking in development. Information Technology for Development 12(2): 87–89.

Ramesh Babu, B. and Gopalakrishnan, S. 2008 Knowledge Sharing Tools and Technology: An Overview. Journal of Library and Information Technology 28(5): 16–26.

Stake, R. E. 2010 Qualitative Research – Studying How Things Work, New York: The Guilford Press.

Šteh, B., Kalin, J. and Mrvar Gregorčič, P. 2015 Sodelovanje med osnovnimi šolami in skupnostjo s primeri dobrih praks [Collaboration between elementary schools and the community with examples of good practice]. Sodobna pedagogika 66(4): 26–44.

Urquhart, R., Cornelissen, E., Shalini, L., Colquhoun, H., Klein, G., Richmond, S. and Witteman, H. 2013 A community of practice for knowledge translation trainees: an innovative approach for learning and collaboration. Journal of Continuing Education in the Health Professions 33(4): 274–281, 10.1002/chp.21190

Vidmar, T. 2014 New Dimensions of Understanding of Lifelong Learning from Antiquity to Comenius. Review of European Studies 6(3): 91–101, http://dx.doi.org/10.5539/res.v6n3p91