

TITLE OF PAPER: Stories of learning within an online community

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**PROPOSAL:**

This paper examines evidence from a study of a networked collaborative Masters degree, and presents a phenomenological account of how two students' experience learning within an online asynchronous collaborative community of practice. Working alongside other people changed both participants' understanding of the relationship between learning and living, and gave them insights into different ways of constructing knowledge and interacting within a learning community. This represents a fundamental shift in consciousness, which was facilitated primarily through the tensions between working collaboratively and managing their own learning.