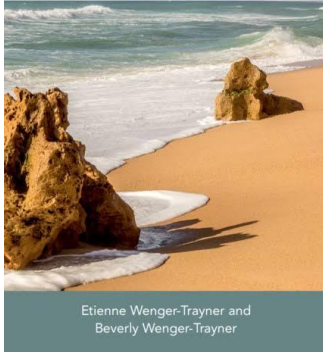


Learning to  
Make a Difference  
Value Creation in Social Learning Spaces



## **Reflections on working with the main ideas of this book**

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### **Part 1: Social Learning Spaces**

#### **What is a Social Learning Space?**

A social learning space is **not something that can be fully designed or implemented**—it is most often **experienced**. It emerges through the relational and dynamic nature of human interaction.

- **Social – It is about relationships and interactions.**  
*These interactions may happen organically, or not at all. Attempting to force social dynamics rarely results in meaningful learning.*
- **Learning – A shared process of joint inquiry.**  
*Finding common ground for inquiry is challenging when driven by predefined plans or stakeholder agendas. Participants are often compelled to follow their own questions, and allowing space for these to emerge naturally is essential.*
- **Space – A container for engagement.**  
*While it may be tempting to define one specific space (physical or digital), conversations often overflow into other channels. These detours can become catalysts for new loops of reflection and insight, feeding back into the group in unexpected ways.*

#### **Participants and Participation**

Participants in a social learning space are individuals with a **personal commitment** to the process of learning. That commitment may be partial, invisible, or fluid. People may come and go as the space evolves—and that's part of the process.

### **Three Key Characteristics of Participation:**

1. **Caring to Make a Difference**

*Caring can be deeply personal, even overwhelming. It can shape identity—transforming someone into the kind of person who wants to make a certain difference in the world. Even when the value of this caring is unclear, the shared personal investment can form strong bonds, sometimes strong enough to overshadow individual voices.*

2. **Engaging Uncertainty**

*Uncertainty is inherently vulnerable. But it can be practiced—with time, trust, and thoughtful facilitation. While a rush to “fix” can make the space feel rigid or dismissive, inaction can be just as alienating. Navigating this tension is part of the social art of learning.*

3. **Paying Attention**

*Noticing what is not being said can be insightful but also misleading. We may see only what we expect to see. Creating opportunities for authentic articulation—of reflections, doubts, and insights—is essential to meaningful participation.*

*All three characteristics are challenging in their own right. A social learning space is, at its core, a place to practice these forms of engagement. Don't expect perfection from day one—or ever. These spaces are never static. They are emergent, unpredictable, and deeply human.*

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### **Comparison: Social Learning Spaces vs. Communities of Practice**

*A **community of practice** is an ongoing partnership rooted in a shared practice and a regime of competence. It can exist without the qualities of interaction described in social learning spaces. The community may serve more as a source of professional identity and continuity than of deep reflective engagement.*

*In contrast, **social learning spaces** thrive on investment and evolving inquiry. Mutual engagement—not formal membership—drives the learning. It is often the desire to grow and become a different kind of person that can keep people connected to these spaces.*

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### **Final Reflections**

*What sustains a social learning space is not structure, but the **feeling of growing together** - becoming the person you hope to be, through shared conversations and mutual care. When people sense they are contributing to something meaningful, and changing in the process, the space comes alive.*