

Followership and Rotating leadership in education settings

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It has been claimed in the literature that highly productive teams have stable leaders. Gloor and colleagues in their Collaborative Innovation Network (COIN) theory believe that COINs are decentralized networks in which various emergent leaders rotate leadership over time (Gloor et al., 2003; Kidane & Gloor, 2007). On the other hand, another notion in the literature is followership; it is reasonable to assume that there is no leadership without followers (Uhl-Bien, Riggio, Lowe, Carsten, 2014). However, although the notion of leadership has been extensively studied, only in recent years researchers have started paying attention to the notion of followership (Baker, 2007; Bligh, 2011; Carsten *et al.*, 2010; Kelley, 2008 ; Sy, 2010). Even, when followers have been considered, they have been considered as recipients or moderators of the leader's influence (i.e., leader-centric views, Bass, 2008) or as “constructors” of leaders and leadership (i.e., follower-centric views, Meindl, 1990 ; Meindl *et al.*, 1985).

In education settings, recent studies (Ma, Matsuzawa, Chen, & Scardamalia, 2016; Ma, 2016) suggest that Knowledge Building communities operate like COINs, with rotating leadership as an emergent phenomenon. Building on these studies, my proposed study is taking into account the followership concept, and trying to show although the notion of rotating leadership exists in knowledge building communities, what makes this phenomenon emerged is the joint efforts of others who are perceived to be the followers.

The primary dataset for this study include students discourse in science, collected in knowledge forum- —a web-based discourse medium specifically designed to support production and refinement of community knowledge to advance understanding of the world and effective action through social interaction. Knowledge Forum with its specific design provides opportunities for students to act as knowledge workers in an open space (Scardamalia, 2004).

The research questions to be addressed in this study is whether rotating leadership in knowledge building communities happens only by leaders, or those who are perceived to be followers play a role in this phenomenon.