



Project no. FP6-028038

## **Palette**

Pedagogically sustained Adaptive LEarning Through the exploitation of Tacit and Explicit knowledge

Instrument: Integrated Project

Thematic Priority: Technology-enhanced learning

### **D.DIS.03 – PALETTE Workshop program**

Due date of deliverable: 31 July 2006  
Actual submission date: 16 August 2006

Start date of project: 1 February 2006

Duration: 36 months

Organisation name of lead contractor for this deliverable: UNIFR

<b>Project co-funded by the European Commission within the Sixth Framework Programme</b>		
<b>Dissemination Level</b>		
<b>R</b>	Public	<b>PU</b>

Keyword List: Scientific workshop, dissemination, scientific objectives  
Responsible Partner: Bernadette Charlier, UNIFR

<b><i>MODIFICATION CONTROL</i></b>			
Version	Date	Status	Modifications made by
1	19-07-2006	Draft	Bernadette Charlier
2	24-07-2006	Draft	Bernadette Charlier
3	26-07-2006	Draft	Bernadette Charlier
4	02-08-2006	Final	Bernadette Charlier

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**Summary**

This deliverable presents the overall concept of the Palette's scientific workshop program, as well as the planning of the related events. Three high quality scientific workshops are foreseen, one for each year of the project.

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# 1 – Palette’s scientific workshop concept

The Palette project’s scientific and technical objectives raise important issues to be tackled by interdisciplinary teams that are well aware of the theoretical debates and actual solutions developed in the world. The Scientific Workshops of Palette are designed to support the realisation of the objectives of the project and the diffusion of its results by offering high quality events that will support expression of positions, debates, exchanges and knowledge building among the scientific community. In this section, we summarize the main issues to be addressed and the ‘principles’ that will guide PALETTE to organise its scientific events.

## 1.1 Main Scientific issues

In the PALETTE proposal, the main scientific and technological objectives were described in the following terms:

*“In order to develop technological and pedagogical learning support to (1) incremental convergence towards a comprehensive representation of practices, (2) argumentative debates about practices, (3) reification and exploitation of knowledge outside and inside the CoPs, (4) engagement, participation and learning, (5) acceptable, adaptable and used by a large number of CoPs, PALETTE project will:*

- 1. Describe the needs of existing CoPs representative of three domains of professional activities: teaching, engineering and management. For each of these domain, CoPs emerged in the organisational context as well as CoPs emerged in the educational context will be considered ;*
- 2. Design with the participation of these CoPs an extensible set of information, knowledge management and mediation services and specific scenarios supporting CoPs activities all along their life ;*
- 3. Develop and implement these services and scenarios addressing particularity their usability, interoperability and knowledge integration ;*
- 4. Validate these services and scenario by describing and analysing the conditions for their acceptability, adaptability and uses.”*

Each of these objectives raises important issues to be addressed by interdisciplinary teams. For instance:

1. How do we define the concept of practices in the workplace ?
2. How learning and work practices are integrated ?
3. How do we represent or validate practices and competences ?
4. How do the different CoPs in which people are engaged contribute to this learning process?
5. Which activities are supported by on-line tools and services ?
6. How are the CoPs activities facilitated, enhanced or even transformed by new tools and services ?
7. How is the participative design realised? With which methods and tools? Which scenario?
8. Could generic tools (for producing, reusing and sharing information, for reification of knowledge about practices, for supporting collaborative learning etc.) address specific needs of CoPs ? And how ?
9. Could generic tools be adapted and integrated in the CoPs environment? And how ?

## 1.2 Main ‘principles’ to organise the workshops

To address these issues with the related scientific communities, the scientific workshops of Palette will respect the following ‘principles’:

- Targeting from a broad call for proposals on the main issues of PALETTE: **“building technology enhanced learning solutions for communities of practices”** (EC-TEL 06) to a call focusing on specific questions – **“learning and working in CoPs: theoretical, practical and technological issues”** (June 07) and wide dissemination of results –**“Enabling tools for CoP workplace learning”** (June 08) ;
- Trying to integrate Palette scientific workshops in larger scientific events (i.e. EC-TEL 06) ;
- The workshops will be highly interactive and engage participants in fruitful discussion of their topics
- All papers will be peer-reviewed, while the best ones will be submitted for publication in special issues of scientific journals. Possible journals are:
  - JCAL: Journal of Computer Assisted Learning
  - IJKL: International Journal of Knowledge and Learning
  - IJMLO: International Journal of Mobile Learning and Organisation
  - Evaluation: the international journal of theory research and practice
  - Web Semantics Journal
  - IJCEEL: International Journal of Continuing Engineering Education and Lifelong Learning
  - IJAIED: International Journal of Artificial Intelligence in Education
  - IJWLTT: International Journal of Web-Based Learning and Teaching Technologies
- Program committees will be composed both by partners of PALETTE and external experts
- Well known specialists will be invited as keynote speakers
- Each workshop will be documented on the PALETTE websites (papers, multimedia presentation and video).

## 2 – Thematic and planning of the workshops

### 2.1 TEL-CoPs'06: 1<sup>st</sup> International Workshop on Building Technology Enhanced Learning Solutions for Communities of Practice

Held in conjunction with the [1st European Conference on Technology Enhanced Learning](#) Crete, Greece, October 2, 2006

Official description on: <http://palette.cti.gr/workshops/telcops06.htm>

**Workshop's chair :** Nikos Karacapilidis, University of Patras & RA Computer Technology Institute, Greece, [karacap@cti.gr](mailto:karacap@cti.gr)

The proposed workshop focuses on current research trends in technology enhanced learning solutions that aim at addressing the multiplicity and complexity of needs of Communities of Practice all along their lifecycle. The workshop seeks for quality research papers that propose solutions to the issues the Palette project. It advocates for approaches that build on the synergy of concepts such as multimedia information authoring and reuse, knowledge management, argumentation and negotiation. It aims to bring together scientists and engineers who work on designing and/or developing the solutions to support CoPs learning. Moreover, practitioners who evaluate them in diverse real environments are invited to contribute. Particular interest will be given to approaches built according to well-established pedagogical principles.

Topics of interest include the following:

- Software Engineering issues in tools supporting CoPs
- Multimedia authoring and reuse in CoPs
- Knowledge management services for CoPs
- Mediation services for CoPs
- Pedagogical issues and CoPs
- Evaluation issues and case studies
- User profiling issues in tools supporting CoPs
- Adaptability issues in tools supporting CoPs
- Web-based interactive applications

### 2.2 Learning and working in CoPs: theoretical and technological issues (scheduled for June 2007)

This workshop could be organised in conjunction with another international conference in the domain. Communities of practice are nowadays considered as new adapted way to learn in the workplace fruitful either for the individuals and the organisation. This workshop challenges the ideas of communities and practices and their relations with the workplaces and the learning processes. It addresses specifically the five first issues presented in section 1.1. Topics to be covered are related to the following questions:

- Does the concept of communities of practice apply to all work domains?
- How might we define practices and are they always in communities?
- How do practices produce knowledge?
- What do we understand by the concepts of 'informal learning' and how are they relevant to learning within CoPs?
- How is knowledge reproduced and internalised by working groups within CoPs?
- How does the concept of power intersect with what knowledge is deemed legitimate?
- Is legitimate knowledge in CoPs always technically logical?
- What problems do work-based practices present to researchers?
- How can you capture learning? Is routine knowledge always reified?
- How might generic tools support communities of practice?
- What future research ideas exist in this area ?

The call for proposal will be supported by a virtual keynote given by Prof. Murray Saunders <http://csalt.lancs.ac.uk/odonoghue/Murray/> (video, paper and multimedia presentation)

### **2.3 Enabling tools for learning in CoPs' workplaces (Luxembourg, scheduled for June 2008)**

It has been recognized that web-based technologies could support CoPs. More and more CoPs have chosen virtual environment and services to support their activities either totally or partially. However, recent research has underlined the lack of adequate scaffolding in the form of both technical support and usage of the technology for communication and collaboration (including web-based platforms, wireless communications, mobile devices and extensive use of multimedia contents), the lack of tools and virtual community environment supporting the accomplishments of real-life problem-solving, the lack of support to reify knowledge and make it accessible for the community and outside it, the insufficiency of the tools (forum, discussion lists, web based training environments) used by the communities, and their inadequacy to support individual and organizational learning processes, as well as knowledge and identity building of CoPs. CoPs encounter the needs of new tools and services to support their own activities. If these new tools must be usable and efficient, they also have to be acceptable and adaptable by each CoP according to their own existing virtual environment and evolving needs.

Acceptability of a system is a combination of social and practical acceptability. Social acceptability refers to 'whether the product will be used in the real world'. Practical acceptability includes usability, but also reliability, compatibility, utility. Social acceptability is related with the degree of the activity transformation induced by the uses of the new tools and services. This activity transformation may be encountered at different levels: aims, actions and operations. In other words, the computer artefacts interact with and change people's work and mind. In return, people adapt the artefact to fit their work or transform the artefact and develop their schemata and competence to fit their work. To support this acceptability and adaptation of the services and tools, an iterative and participative process of co-development by developers and CoPs of scenario of uses could be suggested. These scenario could be considered as 'boundary objects' facilitating the negotiation and collaboration between developers and CoPs. This process has been experimented in the Palette project. This workshop will challenge the solutions (scenarios, tools, training, ..) developed by the project and confront it to solutions adopted and developed by other teams. *It addresses specifically the last issues (numbered 6 to 9) presented in section 1.1*