Palette
Pedagogically sustained Adaptive Learning through the Exploitation of Tacit and Explicit Knowledge

Information Society Technologies

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.04 – PALETTE Updated Brochure

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- Denis Gillet

Summary

The Palette Updated Brochure is a communication and dissemination tool. It aims to give a general overview of the project and to present its scientific and technical objectives and results. The Updated Brochure has been designed to evolve easily with the further development of the project, or the opportunities to promote it in special events. To achieve it, a double face sheet has been inserted in the 4 pages folder; so that new content can be added to the brochure without re-print all of it.

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1 – Presentation of the updated Brochure

The updated Brochure is an evolution of the 1st Brochure.
The same content has been reused with some updates and a new layout.
Two pages of new content have been added.

The goal was here to present the project as part of the 6th Framework Programme, to introduce the consortium and to give a general view of Palette as for its aims, its scientific and technical objectives, its approaches in term of Workpackages.

So, the Updated Brochure is composed of 2 parts:

- **A 4 pages folder**
- **An inner double page**

The 4 pages folder is composed of:

1. Visual cover, with the Palette logo and complete title, and the European Commission, IST and FP6 logos.
2. Palette: Integrated Services for Communities of practice.
   Description of the project, composed of three paragraphs:
   a. About Palette
   b. What is a CoP?
   c. What CoPs need?

3. Palette: Pedagogical, organisational and technological challenges.
   Description of the aims and means of the project, composed of three paragraphs:
   a. Palette challenges
   b. Expected impacts
   c. CoPs implication

4. Fact sheet, composed of:
   a. Project information
   b. List of Partners
   c. Logos of the Partners
   d. Contact
   e. URL of the project

The Inner double page is composed of:

1. A description of the PALETTE results, including:

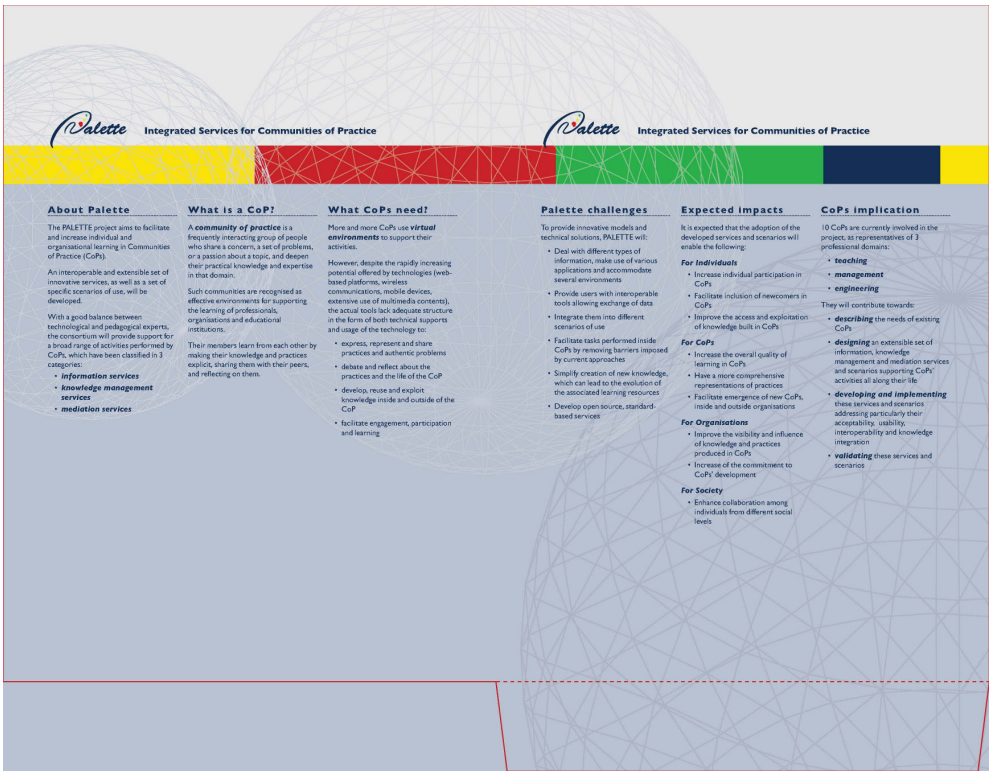
   - The Participative design methodology and CoPs implication in the design of scenarios of use of the PALETTE services
   - Tools and services
   - Training

2. A description of two COPs involved in the project

3. A list of all the COPs involved in the project

2 – Palette Updated Brochure

2.1 Cover pages



2.2 Inner pages

Palette Integrated Services for Communities of Practice

PALETTE results

Participative design methodology and CoPs implication in the design of scenarios of use of the PALETTE services

- A **methodology** has been established to support the participative design of IT services and scenarios able to enhance collaborative learning among individuals and communities of practice (CoPs):
  - Setting up of teams with PALETTE developers and CoPs' members to develop useful and feasible services and ways of working that can foster learning within the community,
  - First round of needs analysis of each CoP,
  - Template for the writing of scenarios of use of the PALETTE services,
  - Framework for the validation of PALETTE services and scenarios.
- The research on the development of knowledge about learning and building knowledge in CoPs has been set up. A descriptive framework has been established and a first analysis of the data collected realised.
- A framework for the evaluation and depiction of PALETTE processes and outcomes has been issued **(Evaluation Tool Set)**:
  - PALETTE partners use this framework to share a common vision about the project and to conduct a developmental evaluation aiming at enriching the project.

Tools and services

- A **categorisation of tools** and pedagogical approaches pertaining to collaborative learning in CoPs has been elaborated.
- This categorisation focused on open-source and interoperable services and tools. This work continues to ensure an up to date categorisation along the project and an help for knowledge management (KM) within CoPs:
  - A **meta-ontology** on collaborative knowledge building within CoPs has been developed as a basis for the development of ontologies specific to individual CoPs,
  - **Specifications** for a CoP-oriented KM tool offering basic KM services adapted to CoPs has been issued.
- Specifications for tools aimed at 1) authoring structured documents based on the notion of template 2) authoring different types of multimedia documents in a flexible environment and 3) automatically reusing the content of such documents have been produced (**Amaya, DocReuse, LimSee3**).
- A prototype of the web-based tool ***Cope_it!***, which aims at assisting collaboration and learning through argumentative reasoning, has been produced:
  - These tools has been specifically developed for CoPs or are evolving and have gone through their first cycles of implementation.
- Common technical guidelines concerning language and rules to be used for the development of PALETTE services have been elaborated (**Technical development guidelines**).
- A prototype of the **WEB SERVICES REPOSITORY** of PALETTE has been produced.

Training

- Three **internal training** seminars have been organised: introduction to a modelisation language common to the partnership (MOT), training about Amaya, introduction to CoPs life : organisation, learning, life.
- A **first scientific workshop**, "TEL-CoPs'06", has been organised in collaboration with EC-TEL 2006 in Crete - Greece, on October 2, 2006 (http://palette.cti.gr/workshops/telcops06.htm).
- A **second scientific workshop**, "Learning and working in CoPs: theoretical and technological issues", will be organised, in collaboration with EIAH 2007 in Lausanne - Switzerland, on June 26, 2007 (http://www.unifr.ch/didactic/eiah07/).

Palette **Integrated Services for Communities of Practice**

Description of the COPs

Learn-Nett

This training project started in 1997 in Belgium. It brought together teachers and researchers in the field of educational technology from five universities to build and share collective practice. Since 1997, other universities have joined the network, which now covers Belgium, France, Switzerland and Democratic Republic of Congo.

The community is focused on a shared course called Learn-Nett (Learning Network for Teachers and Trainers). This course prepares future teachers or trainers for educative uses of new technologies (ICT). Working within a virtual campus and under the supervision of tutors, the students from the different universities set up workgroups and collaborate on projects aimed at developing particular uses of ICT. The team of tutors involved in this course engage in discussions about collaborative learning and its conditions of use and success. This team constitutes a Community of Practice.

The activities performed by the CoP mainly consist in discussions and debates concerning the administrative and pedagogical preparation of the course, training of tutors, and evaluation of the course at the end as well as the questions encountered by the tutors for supporting their groups at a distance.

The community interacts via email, videoconferencing system, audioconferencing system and a virtual environment "Moodle".

Form@HETICE

Form@hetice is a network of teachers of 23 High Schools of the French Community of Belgium. It mainly involves contact persons in Information and Communication Technologies in Education (ICTE) working in the educational departments of these schools where the training of future teachers is organised.

The general domain that is covered by this CoP is ICT used in education by teachers or/and future teachers. The members exchange personal experiences about the implementation of ICT in Higher Education ("Hautes Ecoles" or High School in English) courses, help each other in the achievement of personal projects, etc. As a practical achievement, the group has decided to gather all their personal experiences in implementing teaching/learning platforms in a common document written collaboratively on a wiki.

The actors are contact persons specialised in ICTE (whose main role is to train their colleagues and support the design and implementation of projects integrating ICT uses in their courses), teacher trainers and some teachers from other departments who are interested in integrating ICT in their teaching activities.

10 CoPs are involved in the project

- ADIRA - http://www.adira.org/
- @pretic - http://www.apretic.be/
- ARADEL - http://www.aradel.asso.fr/
- B.A.D.G.E - distance learning certificates (Conférence des grandes écoles) http://www.int-evry.fr/fc/ces/ces_rs_1.php
- Did@ctic - http://www.unifr.ch/didactic
- Doctoral Programme Module at the Department of Educational Research (Lancaster University) - http://www.lancs.ac.uk/fss/edres/study/docprog/docprog.htm
- ePrep - http://www.eprep.org
- Form@HETICE - http://www.crifa.fapse.ulg.ac.be/formhetice/
- Learn-Nett - http://ute2.umh.ac.be/learn-nett/
- Unix module for engineer-students at the Institut national des télécommunications http://www-inf.int-evry.fr/cours/UNIX/EnLigne/Cours/

3 Content of the inner pages

3.1 PALETTE results

Participative design methodology and CoPs implication in the design of scenarios of use of the PALETTE services

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Did@ctic - http://www.unifr.ch/didactic

Doctoral Programme Module at the Department of Educational Research (Lancaster University) - http://www.lancs.ac.uk/fss/edres/study/docprog/docprog.htm

ePrep – http://www.eprep.org

Form@HETICE - http://www.crifa.fapse.ulg.ac.be/formhetice/

Learn-Nett - http://ute2.umh.ac.be/learn-nett/

Unix module for engineer-students at the Institut national des télécommunications - http://www-inf.int-evry.fr/cours/UNIX/EnLigne/Cours/