



Project no. FP6-028038

PALETTE

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

Integrated Project  
Technology-enhanced learning

**D.DIS.09 – PALETTE Web site and Showroom**

**<http://palette.ercim.org>**

Due date of deliverable: 30 September 2008

Actual submission date: 18 December 2008

Start date of project: 1 February 2006

Duration: 36 months

Organisation name of lead contractor for this deliverable: Acronym according to the DoW

|   |        |    |
|---|--------|----|
| Project co-funded by the European Commission within the Sixth Framework Programme |        |    |
| Dissemination Level   |        |    |
| R   | Public | PU |

Keyword List: Dissemination, Web site, Showroom

Author: Karen Marache - ERCIM

| MODIFICATION CONTROL |            |          |   |
|----------------------|------------|----------|---|
| Version              | Date       | Status   | Modifications made by                               |
| 1                    | 15-09-2008 | Draft    | Karen Marache                                       |
| 2                    | 10-10-2008 | Draft    | Karen Marache                                       |
| 3                    | 14-10-2008 | Draft    | Karen Marache                                       |
| 4                    | 24-10-2008 | Draft    | Karen Marache                                       |
| 5                    | 13-11-2008 | Comments | Bernadette Charlier, Stéphane Sire, Géraldine Vidou |
| 6                    | 19-11-2008 | Draft    | Karen Marache                                       |
| 7                    | 18-12-2008 | Final    | Karen Marache                                       |

Deliverable manager

Karen Marache, ERCIM

List of Contributors

Karen Marache, ERCIM

List of Evaluators

Stéphane Sire, EPFL

Bernadette Charlier, UNIFR

Géraldine Vidou, CRP-HT

### Summary

This deliverable is a presentation of the PALETTE Web site, launched in May 2006, as described in preliminary deliverable D.DIS.01. After three years, the Web site has evolved, following the achievements of the project. In particular, the Showroom page presents and gives access to the PALETTE services developed during the project. In the last section of the document, we explain how this page will be modified and updated until the end of the project.

The final overview of the PALETTE Web site will be given in the Final Plan for using and disseminating the knowledge, due at the end of the project.

Table of Contents

|  |    |
|--|----|
| 1. Introduction .....                                    | 5  |
| 2. PALETTE Web site structure and targeted audience..... | 5  |
| General issues .....                                     | 5  |
| PALETTE specific issues .....                            | 6  |
| 3. PALETTE Web site content.....                         | 6  |
| 4. PALETTE Showroom .....                                | 22 |

## Table of Figures

|  |    |
|--|----|
| Figure 1: Homepage <a href="http://palette.ercim.org">http://palette.ercim.org</a> ..... | 7  |
| Figure 2: Objectives .....   | 8  |
| Figure 3: Consortium.....  | 9  |
| Figure 4: Communities of Practice (CoP) .....  | 10 |
| Figure 5: Newsletters.....   | 11 |
| Figure 6: Conferences & Events .....   | 12 |
| Figure 7: Learning Platform .....  | 13 |
| Figure 8: Publications.....  | 14 |
| Figure 9: Dissemination .....  | 15 |
| Figure 10: Deliverables .....  | 16 |
| Figure 11: Services for developers.....  | 17 |
| Figure 12: Glossary .....  | 18 |
| Figure 13: Links of interest .....   | 19 |
| Figure 14: News Archives.....  | 20 |
| Figure 15: Forum CoP ePrep.....  | 21 |
| Figure 16: Showroom.....   | 22 |
| Figure 17: Amaya information available via the Showroom page.....                        | 23 |
| Figure 18: Mock-up of the Service Gallery page.....                                      | 24 |
| Figure 19: Mock-up of the BayFac page.....   | 26 |

## 1. Introduction

The goal of this document is to present the evolution of the PALETTE Web site: <http://palette.ercim.org>, which has been launched in May 2006.

The document is organized as follows. Section 2 is dedicated to the description of the PALETTE Web site structure; it emphasizes its design and evolution all along the project life, in accordance to the targeted audience. Section 3 provides details about the current content of the Web site; screenshots and brief description of pages are included in this purpose. Section 4 is devoted to the Showroom rubric; this part of the site is gaining in importance, as it will act as a “main entry point” for the end users (members of Communities of Practice) providing them with a comprehensive description of services issued from the PALETTE project.

## 2. PALETTE Web site structure and targeted audience

### **General issues**

As a basis, the PALETTE Web site proposes a classical structure such as commonly used for European funded projects (and recommended by the European Commission), intended to a wide audience; in this respect, it provides usual information about: the (i) *project objective*, the (ii) *partners*, the (iii) *current achievements* of the project and the (iv) *dissemination* activities.

Those issues are respectively addressed by the following rubrics, available from the homepage

(i) **“Objectives”**: it aims at emphasizing the benefits taken from a multidisciplinary approach combining research expertise in various IT fields & science of education domains

(ii) **“Consortium”, “Communities of Practice”, “Forum CoP ePrep”**: the “Consortium” rubric gives the list of partners contractually involved in the project, the “Communities of Practice” rubric provides a description of the communities of practice participating actively in the project in a voluntary way and, the “Forum CoP ePrep” gives an example of forum sustaining communication between members of a community (ePrep is a partner of the PALETTE project and the ePrep CoP has been officially created during the PALETTE project).

(iii) **“Deliverables”**: this rubric gives access to detailed information about the achievements of the project – to be put in relation with other rubrics (see section 2.2) -, it is worth while to mention that, in the framework of the PALETTE project, most of the deliverables are public.

(iv) **“NewsLetters”, “News”, “Publications”, “Presentations”**: “NewsLetters” and “News” are intended to public dissemination aiming at lively informing about the project activities; it is reflecting a variety of actions undertaken in multiple purposes. As examples, we may cite: CoPs oriented trainings, collaboration in relation with European initiatives – such as the Summer School organized in cooperation with the ProLearn Network of Excellence- , workshops organizations, etc. “Publications” rubric gathers scientific contributions issuing from the project, targeting an audience of researchers, including further researchers who may be interested in the topics and research areas of PALETTE scope. The “Presentations” rubric has been set up to gather material provided through informal actions: typical examples are the presentation provided upon invitation from the European BELIEF project.

Additionally, a section has been set up to address the needs of project’s internal stakeholders. It is a workspace organized into work packages (WP), under the responsibility of each WP leader. It offers them the possibility to publish specific content in relation with their WP.

## **PALETTE specific issues**

In order to answer the specific requirements issuing from the PALETTE project in terms of communication, a number of rubrics are available to provide relevant information to targeted categories of people.

### Showroom

The “Showroom” rubric is a crucial one; it addresses the members of CoPs; offering them a range of information that could help them to understand how PALETTE services and associated resources (methodology principles and accompanying Learning Organisational Resources) could improve and facilitate their CoP’s lifecycle. This particular audience should discover the added value of PALETTE through the Showroom page, detailed in section 4.

### Learning Platform

The “Learning Platform” rubric makes available a number of resources in the goal of training and giving support to CoPs members to improve their practices.

### Services for developers

The “Services for developers” rubric targets the organisations willing to adopt/make evolve the services issuing from the project. It contributes to a strong policy based on an open source strategy to deliver the PALETTE results.

### Glossary

The “Glossary” rubric has been set up at the origin of the project to sustain mutual understanding between people with very different backgrounds. It is currently updated in the hope to make it profitable to a wide audience of researchers, end users and organizations interested in Technology Enhanced Learning domain in general and, Communities of Practice, more specifically.

## **3. PALETTE Web site content**

The PALETTE Web site is the key support for PALETTE communication. It provides the main channel for communication with external stakeholders and also provides a channel for communication within the project. It is important to mention that, in addition to the Web site, the PALETTE project members have also access to a secure collaborative working area (BSCW server provided by ERCIM) and make use of some PALETTE services, such as Sweetwiki (Swikipedia), to support communication and collaboration, in the framework of the PALETTE project.

During the first year of the project, ERCIM, as Web master, kept the Web site updated by inserting news, publications, information on Communities of Practice (CoPs), etc. In March 2007, the Steering Committee voted the creation of a project Editorial Board, which main role is to pay attention that PALETTE work is well known inside and outside the project, that the community – both academic and professional, which might be interested in PALETTE findings - is aware of them, and that PALETTE is efficiently marketed among its fellow European projects community.

One of the Editorial Board’s missions is therefore to identify the possible contents with the different partners for the Web site and to make sure these contents are relevant and up-to-date. To this end, the EDB proposed incentives to offer to the visitors a better and more understandable overview of the project activities.

This section gives an overview of the rubrics currently available on the PALETTE Web site and provides comments about their content.

The *Homepage* presents the most important information on the project for external audience. It describes the mission of PALETTE project, the most recent news, and main events in which PALETTE is represented.

The PALETTE project aims at facilitating and augmenting individual and organisational learning in Communities of Practice (CoPs). Towards this aim, an interoperable and extensible set of innovative services as well as a set of specific scenarios of use have been designed, implemented and thoroughly validated in CoPs of diverse contexts.

The above services and scenarios support:

- incremental convergence towards a comprehensive representation of practices;
- argumentative debates about practices;
- enhancement of practices through knowledge exploration, inside and outside of the CoPs;
- provision of procedures for the refication and creation of new practices

Download the [1st Year Executive Summary of PALETTE project](#).

Download the [2nd Year Executive Summary of PALETTE project](#).

[Read all the News...](#)

**EACP'08 Colloque international: "Environnements d'Apprentissage pour les Communautés de Pratique"**

**Université Aboubekr Belkaid - Tiemcen - Algérie, 18-20 Novembre 2008**

Le colloque EACP 08, organisé par le projet PALETTE à l'Université de Tiemcen du 18 au 20 novembre 2008 a remporté un réel succès tant par la présence de **participants** reconnus par la communauté scientifique, que par la qualité des contributions traitant à la fois des aspects technologiques, éducationnels et sociaux et présentés au travers des 5 sessions du **programme**.





[English version](#)

**Workpackages**

- WP0 - Co-ordination
- WP1 - Synergy Specification
- WP2 - Information services
- WP3 - Knowledge Management Services
- WP4 - Mediation Services
- WP5 - Implementation
- WP6 - Evaluation
- WP7 - Dissemination
- WP8 - Training
- Training

Figure 1: Homepage <http://palette.ercim.org>

The *Objectives* page details the scope of PALETTE project, the Communities of Practice's needs, as well as the scientific and technological objectives. It gives an overview of the project context.

RSS 2.0

## Objectives

Page 1 of 4

For more than ten years, Communities of Practice (CoPs) have been recognized as effective environments to support learning by professionals, organisations and educational institutions (for a more formal definition of a CoP, see Glossary). Collaborative learning is inherent in such communities, in that their members learn from each other by making their knowledge and practices explicit, sharing them with their peers, and reflecting on them.

CoPs have several characteristics that distinguish them from formal organizations and learning situations. In fact, such communities are groups of people who share a concern, a set of problems, or a passion about a topic (the *domain* of the community), deepen their practical knowledge and expertise in the area under consideration (the *practice* of the community), and interact on an ongoing basis (the *community* itself).

CoPs often *emerge* in the context of existing organisations or professional networks, in which people are already involved in common professional practices. Throughout their *life*, CoPs elaborate current (or develop new) practices, though debates and exploration of internal and external knowledge. The *evolution* of CoPs leads to either their expansion (regarding their domain, their practice and, their community members) or to their disappearance.

The learning value of a CoP is of high importance. The underlying processes of social participation, community building, development of identity, learning and knowing are deeply interconnected, while they are articulated around negotiation of meaning, which is at the base of any individual and collective learning. Moreover, the interacting processes of *participation* and *reification* are considered as fundamental to learning. Participation means being active participant of a social community and constructing an individual and a community identity. On the other hand, the reification process is one "of giving form to our experience by producing objects that congeal this experience into thing-ness". It has been recognized that web-based technologies could support the development of virtual CoPs. Consequently, more and more CoPs use virtual environments to support their activities.

Prev - [Next >>](#)

**Article Index**

[Objectives](#)

[Page 2](#)

[Page 3](#)

[Page 4](#)

**Figure 2: Objectives**

All institutes, along with the contact person, involved in PALETTE Project are named in the *Consortium* page.

**Consortium** 

| N° | Participant name   | Participant short name | Country        | Contact point                |  |
|----|--|------------------------|----------------|------------------------------|--|
| 1  | GEIE ERCIM   | ERCIM                  | France         | <b>Karen Marache</b>         | Administrative and Financial Coordinator |
| 2  | Ecole Polytechnique Fédérale de Lausanne                         | EPFL                   | Switzerland    | <b>Christine Vanoirbeek</b>  | Scientific Coordinator                   |
| 3  | University of Fribourg   | UNIFR                  | Switzerland    | <b>Bernadette Charlier</b>   | Deputy Scientific Coordinator            |
| 4  | Institut National de Recherche en Informatique et en Automatique | INRIA                  | France         | <b>Vincent Quint</b>         |  |
| 5  | Research Academic Computer Technology institute                  | CTI                    | Greece         | <b>Nikos Karacapillidis</b>  |  |
| 6  | Centre de Recherche Public Henri Tudor                           | CRP-HT                 | Luxembourg     | <b>Thibaud Latour</b>        |  |
| 7  | Université de Tlemcen  | UT                     | Algeria        | <b>Azeddine Chikh</b>        |  |
| 8  | Université de Liège  | ULG                    | Belgium        | <b>Brigitte Denis</b>        |  |
| 9  | Association de l'Enseignement Supérieur Commercial Rhône Alpes   | EM LYON                | France         | <b>Liliane Esnault</b>       |  |
| 10 | GATE-CNRS-Université Lyon 2                                      | GATE-cnrs              | France         | <b>Joel Bonamy</b>           |  |
| 11 | Lancaster University   | CSET                   | United Kingdom | <b>Murray Sanders</b>        |  |
| 12 | ePrep  | ePrep                  | France         | <b>Nathalie Van de Wiele</b> |  |
| 13 | Support IT (UK) Ltd T/A Nisai Group                              | Nisai                  | United Kingdom | <b>Dhruv Patel</b>           |  |
| 14 | MindOnSite - Integral Coaching SA                                | MindOnSite             | Switzerland    | <b>Elodie Primo</b>          |  |

**Figure 3: Consortium**

This page presents the 11 *Communities of Practice* (CoP) involved in the project.

For each CoP, you can find the origin of the community (context, history), its focus and intention, a description of its practice, the communication tools it uses, and the contact person.

#### 11 CoPs are presently involved in the Palette project

These CoPs represent four professional domains: Teaching, Management, Engineering and Health.

They will contribute towards **Describing** the needs of existing CoPs, **Designing** an extensible set of informations, knowledge management and mediation services and scenarios supporting CoPs activities all along their life, **Developing and implementing** these services and scenarios addressing particularly their acceptability, usability, interoperability and knowledge integration and **Validating** these services and scenarios.

- **ADIRA** - ADIRA is a professional association that regroups executive from medium to large companies in Rhone-Alpes (including Rhone-Alpes subsidiaries of large companies) in the IT area, both on users' side (mostly CIOs, but also General managers) and on the suppliers' side.  
Contact: Liliane Esnault, EM LYON.
- **APCdE** - APCdE is an emerging CoP that regroups people who accompany entrepreneurs in their projects of creation of a company. This CoP is embedded in the Centre des Entrepreneurs of EM LYON.  
Contact: Liliane Esnault and Naïma Cherchem, EM LYON.
- **@pretic** - CoPs of belgian teachers involved as resources persons to support the uses of ICT in schools  
Contact: Stéphane Reppi, ULg.
- **ARADEL** - ARADEL (Association Rhône-Alpes des professionnels du Développement Economique Local) was created at the request of the local economic developers to favour the exchanges of experience and their professionalization.  
Contact: Liliane Esnault, EM LYON.
- **CoPe-L** - CoPe-Learning is a Luxembourgish Cop of 30 representatives of public and private organizations working on e-learning, education and training. This community has as objective to share practices about e-learning in Luxembourg and to promote e-learning activities.  
Contact: Stéphane Jacquemart, CRP-HT.
- **Did@cTIC** - CoPs of university teachers and lecturers involved in a staff development program.  
Contact: Bernadette Charlier, UNIFR.
- **Doctoral Programme** Module at the Department of Educational Research (Lancaster University) - The community is a group of 25 higher education teachers and managers completing a taught doctoral programme on higher education teaching and learning. The group attends Lancaster University 4 times a year and is supported remotely by web-based resources and electronic mail.  
Contact: Murray Saunders, CSET Lancaster.
- **ePrep** - ePrep is a non-profit French association founded in 2001. Its mission is to promote and coordinate actions, in France and abroad, for the development of "Classes Préparatoires aux Grandes Ecoles" (CPGE - a first higher education cycle preparing students for the competitive entrance exams to the French "Grandes Ecoles") through the use of information and communication technology (ICT).  
Contact: Nathalie Van de Wiele, ePrep.
- **FORM@HETICE** - FORMation dans les Hautes Écoles aux Technologies de l'Information et de la Communication pour l'Éducation - It is a network of teachers of 23 High Schools of the French Community of Belgium. It mainly concerns contact persons in Information and Communication Technologies in Education (ICTE) working in the educational department of these schools where the training of future teachers is organised.  
Contact: Arnaud Milstein, ULg.
- **Learn-Nett** - Learning Network for Teachers - Lear-Nett gathered teachers and researchers in the field of educational technology from five universities to build and share collective practice. Since 1997, other universities joined the network that now covers Belgium, France, Switzerland and Democratic Republic of Congo.  
Contacts :Amaury Daele and Robert Peeters, ULg.
- **TFT** - TFT is an association of professionals of the health domain (hospitals...) that gathers teachers and workers concerned by the management of learners during in practice training. Around 30 institutions, both school and health institutions, are members of the CoP "Transition-Formation-Travail".  
Contacts: Étienne Vandeput and Klara Grudzien, ULg.

**Figure 4: Communities of Practice (CoP)**

This page presents the 4 *newsletters* published since the beginning of the project.

## Newsletter Item [ [back](#) ]

---

### PALETTE Newsletter 4



We are glad to present you the PALETTE Newsletter.

PALETTE is a FP6 european project dedicated to improve learning process in Communities of Practice (CoPs). PALETTE aims at facilitating and augmenting individual and organisational learning in the CoPs.

This newsletter will provide you with news and informations about events regarding Communities of practice and learning technologies.

#### Editorial

##### PALETTE Second review

Reviews are organised each year by European Commission to assess, regulate and valorise projects such as PALETTE. This evaluation activity is very important to enable the European Commission to measure the quality of the project and the level of achievement of its objectives in relation with the work plan. A review is also useful for European Commission and projects partners to revise this work plan taking into account the experiences and results.

A first review occurred last year on 3<sup>rd</sup> and 4<sup>th</sup> April. The second one is planned on 8<sup>th</sup> and 9<sup>th</sup> April, in Luxembourg. This second review is the occasion for the PALETTE partners to make a wrap-up of the achievements of the past year and to expose the orientations of the work for the third year to the project officer and reviewers. It also enables to reinforce collaboration and share of experience between the different partners.

#### News

##### New releases of Amaya, CoPe\_it! and LimSee3

###### Amaya

This new Amaya version is the result of 8 months of work and collaboration with partners of the

**Figure 5: Newsletters**

The *Conferences & Events* page advises on the main dissemination channels (such as conferences, workshops, summer schools, journals publications) related to PALETTE research interests. It is split in 2 sub-categories: *Call for Papers*, and *Call for Chapters*.

## Conferences & Events



### EACP'08 International Workshop: "Learning Environments for Communities of Practice"

#### Université Aboubekr Belkaid - Tlemcen - Algeria, November 18th-20th, 2008

The EACP 08 workshop, organized by the PALETTE project at the University of Tlemcen from 18 to 20 November 2008 was a real success thanks to the presence of the **expertised participants** recognized by the scientific community, and to the quality of the contributions dealing at the same time with technological, educational and social aspects and presented through the 5 sessions of the **programme**.



Opening session



Participants



Visit of the Beni Add Cave

#### French version

The Call for Papers is closed.

[▶ Read more...](#)

**Figure 6: Conferences & Events**

The objective of the PALETTE *Learning Platform* is to train and give support to CoPs' members to improve their practices.

A series of online learning resources are available for free on the platform to everyone who registers.

### Learning Platform

The objective of the **PALETTE Learning Platform** is to train and give support to CoPs' members to improve their practices.

A series of online learning resources are available for free on the platform to everyone who registers.

Browse through the [training catalog](#) to view the offer and then register to access the different modules or identify yourself if you already have a login.

Click on the image below to access the platform



You can directly access the videos recorded during the PALETTE workshop "EIAH2007" in June 2007 in Lausanne by clicking the following screen shot:



Figure 7: Learning Platform

This page gives access to all Scientific *Publications* written by PALETTE members.

**Publications**

Page 1 of 3

**2008**

2008 ACM Conference on Computer Supported Cooperative Work (CSCW 2008), San Diego, California, 8-12 November 2008 (accepted to appear)  
 El Helou, S., Daele, A., Raffier Möller, M.-D., Gillet, D., Social Software for Supporting Interaction in a Community of Practice Dedicated to e-Learning, Workshop on Social Networking in Organizations

TICE Conference 2008, The new millenium learner - Paris, France, October 27-29, 2008  
 Denis, B., Vandepuit, É., Production et édition collaborative de documents (to appear)

International Journal of Web-Based Learning and Teaching Technologies, Vol. 3, No 4, 2008, pp. 74-89  
 Tzagarakis, M., Karousos, N., Karacapilidis, N., Awareness mechanisms for web-based argumentative collaboration.

The Participatory Design Conference 2008 – Bloomington – USA, October 1-4, 2008  
 Zeiliger, R., Esnault, L., Vermeulin, F. & Cherchem, N., Experiencing Pitfalls in the Participatory Design of Social Computing Services.

During the Workshop on Mash-Up Personal Learning Environments (MUPPLE'08) at the 3rd European Conference on Technology Enhanced Learning (EC-TEL'08) Maastricht, The Netherlands, September 17, 2008.  
 Bogdanov, E., Salzmann, Ch., El Helou, S., Gillet, D., Social Software Modeling and Mashup based on Actors, Activities and Assets.

The EARLI SIG11 Conference 2008 "Fostering Communities of Learning" – Fribourg – Switzerland, August 17-20, 2008.  
 Daele, A., Teachers Students Experience of Social Space in a Computer-Supported Collaborative Learning Environment.  
 Charlier, B., Lambert, M. & Rossier, A., Supporting reification and participation in communities of practice.

In **Proceedings of World Conference on Educational Multimedia, Hypermedia and Telecommunications (ED-MEDIA)**, Vienna, Austria, June 30 - July 4, 2008  
 Esnault, L., Gillet, D., Rossier-Morel, A.  
**From Personal to Community Spaces: Interplay between Boundary Construction and Deconstruction**

Sire, S., Vanoirbeek, C., Karacapilidis, N., Karousos, N., Tzagarakis, M. & Latour, T. (2008). What Makes Software Socializable ? (pp. 5077-5082). Chesapeake, VA: AACE.

Salzmann, Ch., Gillet, D., **From Online Experiments to Smart Devices**, International Journal of Online Engineering (JOE), Vol. 4, pp. 50-54, July 2008.

**Figure 8: Publications**

The *Dissemination* page gives access to information materiel (PDF, PowerPoint presentations...) given by PALETTE members during events related to the project.

### **PALETTE Presentations**

[September 6-19, 2008 - ACM DocEng08 conference - Sao Polo, Brazil](#)

**An Export Architecture for a Multimedia Authoring Environment**

Authors: Mikac, J., Roisin, C., Le Du, B.

[See an abstract](#)

[February 10-15, 2008 – ACHI'2008 - The First International Conference on Advances in Computer Human Interaction, Sainte Luce, France](#)

**Turning Web 2.0 Social Software into Versatile Collaborative Learning Solutions**

Authors: Gillet, D., El Helou, S., Yu, C.M., Salzmann, Ch.

[See an abstract](#)

[November 30, 2007 – ePrep communication at Online Educa Berlin \(Parallel session session Web 2.0 linked to Education 2.0\)](#)

**Birth and development of a CoP inspired and supported by PALETTE**

Author: Van de Wiele, N.

Summary: The history and emergence of the ePrep CoP and its development through the CoP projects

[See the presentation](#)

[November 28, 2007 – "Thinktable" meeting at Bern](#)

**The PALETTE project: a palette of tools for supporting CoPs' activities**

Author: Charlier, B., Miniaoui S.

Summary: Presentation of PALETTE project and its set of services in a scenario-centric way, to a group of KM manager working with many organizations (NGOs and companies).

[See the presentation](#)

## **Figure 9: Dissemination**

The *Deliverables* page makes Public deliverables of the project accessible for download (in PDF format).

## Deliverables



Public deliverables can be accessed from this page.

Confidential & Internal deliverables require **BSCW** password - for PALETTE members only

### WP0: Management and Open Source Strategy

*Draft open Source Strategy* (D.MAN.07)

Delivery date: 19/11/2007

*Open Source Strategy* (D.MAN.08)

Delivery date: 02/04/2008

### WP1: Participative Design - Synergy Specification Plan

*Grid of analysis supporting the participative design methodology* (D.PAR.01)

Delivery date: 16/08/2006

*Categorisation of tools and pedagogical approaches related to collaborative learning and CoPs* (D.PAR.02)

Delivery date: 16/08/2006

*Description of 6 scenarios and of results of 6 validated trials* (D.PAR.03)

Delivery date: 14/09/2007

Refinement and Instrumentation of the Participatory Design Methodology (report)

Delivery date: 14/09/2007

*User Centered description of PALETTE tools and services, and first analysis of usability* (D.PAR.04)

Delivery date: 18/02/2008

*Second analysis of usability* (D.PAR.07)

Delivery date: 25/08/2008

**Figure 10: Deliverables**

This page describes the PALETTE Services from a technological point of view. The documentation is intended to developers of PALETTE (and Non-PALETTE) Services.





### Services for developers

---

This page describes the PALETTE Services with no user interface or under development, i.e. dedicated to the developers of other user-oriented PALETTE and Non-PALETTE Services

- **Generis** - Generis is a knowledge management tool working as a web platform treating knowledge as information within some context. It is an ontology server able to work in a distributed way. Generis allows collaborative creation, edition and management of models representing the concepts of a particular domain as well as relations between these concepts and annotations of web resources according to these concepts and relations.  
Contact: Patrick Plichart, CRP-HT.  
Please test it ! [Web site](#)
- **SeWeSe** - SeWeSe is a semantic web application development platform offering common functionalities of knowledge management. It relies on the semantic engine Corese. The goal of SeWeSe is to provide reusable, configurable and extensible primitives and components in order to reduce the amount of time spent to develop new semantic web applications. Developers can then focus on the applications specificities. Corese/SeWeSe can be used in three different ways depending on the nature of the application that use it:
  - [JSP taglib](#) to be used in a JSP webapp, the semtags allow JSP developers to use (and work with) RDF/S and OWL ontologies and annotations in their JSP pages. The API describing this taglib is provided at: [http://www-sop.inria.fr/edelweiss/software/sewese/v1\\_5/tld-api](http://www-sop.inria.fr/edelweiss/software/sewese/v1_5/tld-api) ;
  - [Web services](#): some of the functionalities are provided as SOAP web services: 1) Semantic Engine Administration, 2) Ontologies management, 3) Annotations management and 4) Semantic Retrieval on these resources. These Web services descriptors can be found at: <http://semervice.inria.fr/semservices/> - [Web site](#)
 Contacts: Adil El Ghali, Fabien Gandon, INRIA Sophia Antipolis.

**Figure 11: Services for developers**

The *Glossary* provides definitions of specific vocabulary introduced by the project.

**Glossary**

---

**All**

You can always search for entries (regexp permitted).

search...

Begins with
  Contains
  Exactly matches

GO Submit Term

All

There are 23 entries in the glossary.  
Pages: 1

| Term                          | Definition   |
|-------------------------------|--|
| <b>Acceptability</b>          | 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.(J.Nelsen)  |
| <b>Community of practice</b>  | "Communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly". "Because its constituent terms specify each other, the term "community of practice" should be viewed as a unit" (Wenger,1998,p72). "communities of practice" have three dimensions: mutual engagement, joint enterprise, and a shared repertoire of actions, discourses, tools". To become even a peripheral member of a community of practice, one must do some learning along [these] three dimensions" (Wenger,1998,p73). "The duality of participation and reification ... is a fundamental of the constitution of communities of practice, of their evolution over time ... of the identities of participants" (Wenger,1998,p65). |
| <b>Corporate Memory</b>       | See Organizational Memory  |
| <b>Corporate semantic Web</b> | Semantic web at the scale of a limited organization (e.g. a company, an institution, a community). It is composed of resources, ontologies and ontology-based semantic annotations. (Deng-Kuntz et al, 2001)   |
| <b>Knowing in practice</b>    | "Knowledge is not just a matter of our own experiences of meaning or even our own regime of competence. It is also a matter of the positions of our practices with respect to the broader historical, social and institutional discourses and styles (Wenger,1998,p141)  |

**Figure 12: Glossary**

*Links* to other useful resources related to the project such as other European initiatives.



### Links of interest

---

| Web Link  | Hits |
|---|------|
|  <a href="#">PALETTE BSCW workspace</a><br>The PALETTE BSCW workspace is restricted to the members of the PALETTE project. If you need to access the workspace please contact lea.belloulou(at)ercim.org | 431  |
|  <a href="#">Summer School on Technology Enhanced Learning &amp; Knowledge Management 2008</a>   | 432  |
|  <a href="#">PROLEARN ACADEMY</a>  | 397  |
|  <a href="#">EATEL - European Association of Technology Enhanced Learning</a>  | 461  |
|  <a href="#">Communities of Practice: Wikipedia definition</a>   | 868  |
|  <a href="#">ePrep Newsletter</a><br>Information letter edited by ePrep  | 1392 |

**Figure 13: Links of interest**

All information and news are archived in this page, after having been published on the Homepage.

#### News Archive



##### **2008 ePrep International Workshop, Gif-sur-Yvette, May 16 and 17, 2008**

Having as its patrons Valérie PECRESSE, French Minister for Higher Education and Research, and Xavier DARCOS, French Minister for Education, this fourth edition of the ePrep Workshop (Supélec, Campus de Gif-sur-Yvette, May 16 & 17, 2008), on the theme "ICT for Education, for which pedagogical efficiency?", brought together 117 participants with 11 countries represented (Algeria, Belgium, Canada, China, Côte d'Ivoire, Djibouti, France, Italy, Lebanon, Luxembourg, Switzerland). It achieved the goals it set itself very successfully: to create the ideal environment for information and discussion, leading to a consensus as to the foundations for a programme of actions.

With an opening address by Patricia MANSON - Head of Unit Cultural Heritage and Technology Enhanced Learning, Directorate E, DG Info, European Commission – and a plenary session entitled "The ePrep Community of Practice projects" moderated by Christine VANOIRBEEK - PALETTE Scientific Coordinator -, the 2008 ePrep International Workshop was an opportunity to disseminate PALETTE goals and achievements (with demonstrations of PALETTE tools and services in the "Practical demonstrations" Parallel Session).

The Workshop Proceedings are available online <http://www.eprep.org/workshops/workshop08/workshop08.php>



##### **PALETTE project presented at ISO/IEC JTC1 SC36 plenary meeting - March 15-21, 2008, Jeju, Korea**

ISO/IEC JTC1/SC36 is leading the development of truly International standards and guidance in information technology for learning, education, and training (IT LET). The scope of SC36 is the Standardization in the field of IT LET to support individuals, groups, or organizations, and to enable interoperability and reusability of resources and tools. This event brought about 70 participants (representatives of 31 National Bodies and of IMS, ADL and IEEE). Stéphane Jacquemart (CRP Henri Tudor) has presented the work about generic models, meta-ontologies and O'CoPs, developed in the WG3 of the WP3 PALETTE project, to members of the Work Group 3 of SC36 which develops International Standards for Learner Information.

<http://www.jtc1sc36.org/>

**Figure 14: News Archives**

A *forum* is dedicated to the ePrep Community of Practice members, who wish to express and debate ideas about tools and methods in the focus of the project and their community.

| Forum  |   | Topics | Posts | Last Post   |
|--|---|--------|-------|---|
| <b>CoP ePrep</b>   |   |        |       |   |
| <p><b>Presentation</b></p> <p>The birth and the development of the ePrep Community of practice (<a href="#">ePrep CoP</a>) has been inspired and supported by the PALETTE project. The ePrep CoP has been officially launched in Sousse (Tunisia) on October 30, 2006.</p> <p>A first cooperation, involving ePrep CoP members and PALETTE researchers, on the theme "Which tools for which projects?" was developed from February 2007 to June 2007, according to the Participatory Design Methodology (Design-for-use phase).</p> <p>The PALETTE forum for the ePrep CoP was the tool chosen to conduct this phase and its about 60 posts are an interesting trace of what happened in terms of Design-for-use.</p> <p>The last topic, posted by Christine Vanoirbeek - PALETTE scientific coordinator -, on June 13, 2007, was the starting point of a new phase, the Design-in-use phase, which took place just after the elaboration of the PALETTE scenario for the ePrep (June 14, 2007).</p>   |   | 0      | 0     | No Posts  |
| <p><b>Bienvenue</b></p> <p>Bienvenue aux membres de la CoP ePrep sur le forum de Palette!</p> <p>Ce forum, hébergeant 4 sous-forums, a été spécialement aménagé par les chercheurs du projet européen <a href="#">PALETTE</a> pour les membres de la Communauté de pratique <a href="#">ePrep</a>.</p> <p>Sur cet espace de discussion, modéré par <a href="#">Christine Vanoirbeek</a> - coordinateur scientifique de PALETTE -, les membres de la Communauté de pratique ePrep sont invités à échanger à propos des outils nécessaires au développement de leurs projets, ce qui permettra aux chercheurs de Palette de leur proposer des outils particulièrement adaptés à leurs besoins.</p> <p>Les sous-forums proposés sont structurés par outils. Une brève description des fonctionnalités requises par outil est donnée au début de chaque sous forum afin de nourrir les échanges. Chaque outil répond aux besoins évoqués dans les projets définis au <a href="#">premier séminaire thématique ePrep de Sousse</a>. Ces projets sont rappelés ci-dessous entre parenthèses.</p> <p>Sous-forum 1: Espace de travail collaboratif (servant à l'ensemble des projets)<br/>                 Sous-forum 2: Wikiprépas (Projet Wikipédia des classes prépas)<br/>                 Sous-forum 3: Outil pour développer des cours pouvant être mis en ligne (Projet d'une plate-forme ePrep francophone)<br/>                 Sous-forum 4: Outil pour bâtir un contenu multimédia (Projet de coopération internationale entre établissements)<br/>                 Un dernier sous-forum (sous-forum 5) explore les questions d'interopérabilité des outils proposés</p> |   | 0      | 0     | No Posts  |
|  | <p><b>Sous-forum 1: Espace de travail collaboratif</b></p> <p>Moderator: <a href="#">ChristineVanoirbeek</a></p>                            | 2      | 8     | Sat Feb 24, 2007 10:20 am<br><a href="#">MicheleDrechsler</a> →   |
|  | <p><b>Sous-forum 2: Wikiprépas (Projet Wikipédia des classes prépas)</b></p> <p>Moderator: <a href="#">ChristineVanoirbeek</a></p>          | 7      | 22    | Thu Mar 01, 2007 4:47 pm<br><a href="#">MichelBuffa</a> →         |
|  | <p><b>Sous-forum 3: Outil pour développer des cours pouvant être mis en ligne</b></p> <p>Moderator: <a href="#">ChristineVanoirbeek</a></p> | 3      | 8     | Tue Feb 20, 2007 3:24 pm<br><a href="#">IreneVallon</a> →         |
|  | <p><b>Sous-forum 4: Outil pour bâtir un contenu multimédia</b></p> <p>Moderator: <a href="#">ChristineVanoirbeek</a></p>                    | 4      | 18    | Wed May 28, 2008 7:48 am<br><a href="#">AnneGuerrier</a> →        |
|  | <p><b>Sous-forum 5: Interopérabilité des outils</b></p> <p>Moderator: <a href="#">ChristineVanoirbeek</a></p>                               | 1      | 1     | Wed Jun 13, 2007 7:05 pm<br><a href="#">ChristineVanoirbeek</a> → |

Figure 15: Forum CoP ePrep

## 4. PALETTE Showroom

The last page we present here, lists the interactive services produced within the PALETTE Project.

|   |   |
|---|---|
| <p><b>Semantic Faq Portal</b><br/> <br/>           Rating 1.6/5 (24 votes)<br/>           Semantic Faq service consists of a Web portal offering the navigation in the @pretic CoP discussions using semantic Web technologies to ensure intelligent information retrieval from mails. The ontology-based retrieval and navigation tasks are made possible thanks to a preliminary phase consisting of semi-automatic annotation of the mails<br/>             1077 Hits   <a href="#">Read more...</a></p>  | <p><b>Palette Services Portal</b><br/> <br/>           Rating 2.1/5 (30 votes)<br/>           Through the Web portal, users are provided with a way of customizing access to Palette services by adding and removing Palette widgets, i.e. small Web applications that provide a summarized view and an access to current tools used by CoP members.<br/>             1197 Hits   <a href="#">Read more...</a></p>   |
| <p><b>LimSee3</b><br/> <br/>           Rating 2.3/5 (28 votes)<br/>           The LimSee3 project aims at developing a new-generation open source template-based multimedia authoring tool relying on the SMIL standard. The project is carried out by the INRIA WAM team, as part of a european research project, Palette. LimSee3 development benefits from the team's experience acquired with LimSee2, an already established SMIL editor.<br/>             1250 Hits   <a href="#">Read more...</a></p>   | <p><b>Amaya</b><br/> <br/>           Rating 2.2/5 (30 votes)<br/> <br/>           Amaya is a Web editor, i.e. a tool used to create and update documents directly on the Web. Browsing features are seamlessly integrated with the editing and remote access features in a uniform environment. This follows the original vision of the Web as a space for collaboration and not just a one-way publishing medium.<br/>             1426 Hits   <a href="#">Read more...</a></p>  |
| <p><b>DocReuse</b><br/> <br/>           Rating 2.3/5 (29 votes)<br/> <br/>           DocReuse (Document Reuse) is a tool enabling the semi-automatic reuse of structured documents. In our work, document reuse is the problem of restructuring existing documents initially structured for a given purpose to be used in a different context, thus improving reusability and information sharing between communities of practice.<br/>             1161 Hits   <a href="#">Read more...</a></p> | <p><b>BayFac</b><br/> <br/>           Rating 1.8/5 (30 votes)<br/>           This BayFac service aims at providing a mean to semi-automatically index textual documents (documents, emails, forum posts, wiki pages, blog posts, etc.) regarding a vector of concepts relevant to a CoP, hence allowing classification according to multiple facets. The benefits for the users are to have incoming documents automatically classified according to known useful categories, and to be able to search information in a more efficient manner thanks to this indexation.<br/>             1118 Hits   <a href="#">Read more...</a></p> |

**Figure 16: Showroom**

At this stage of the project, the PALETTE Showroom gives for each PALETTE service a short presentation of the functionalities, the link to the Web site dedicated to the tool, information related to the components and licence, the name of the responsible person (service mediator).

Below is the example of Amaya page:

**Amaya** 

Last Updated ( Monday, 16 June 2008 )

---

**Views** 1427  Popular

---

 Rating 2.2/5 (30 votes)

 Amaya is a Web editor, i.e. a tool used to create and update documents directly on the Web. Browsing features are seamlessly integrated with the editing and remote access features in a uniform environment. This follows the original vision of the Web as a space for collaboration and not just a one-way publishing medium.

**Responsible:**

-  Irène Vatton (Irene.Vatton@inria.fr)
-  Vincent Quint (Vincent.Quint@inria.fr)

**Web site:** <http://www.w3.org/Amaya/>

**Summary:**

**How to use it:** You have to download to use it. Once installed, it is executed in the client's computer as a browser.

**License:** W3C Software Notice and License

**Components:**

**Guest account:** No. It is necessary to download it to use it. On the web page we can find some snapshots.

**Figure 17: Amaya information available via the Showroom page**

During the two last months of the project, some major changes will be made in this page, in order to present more detailed information of the PALETTE Services to end users (especially CoPs' members), and to motivate them to use the different services. The page is first renamed in "Service Gallery". General presentation of the content of the Service Gallery is given in the following pages, as a large part of the final content will be described in details in deliverable D.DIS.13 "PALETTE online pedagogical catalogue of tools and services".

The following screenshot represents the mock-up of the Service Gallery page (that will replace the current Showroom page):

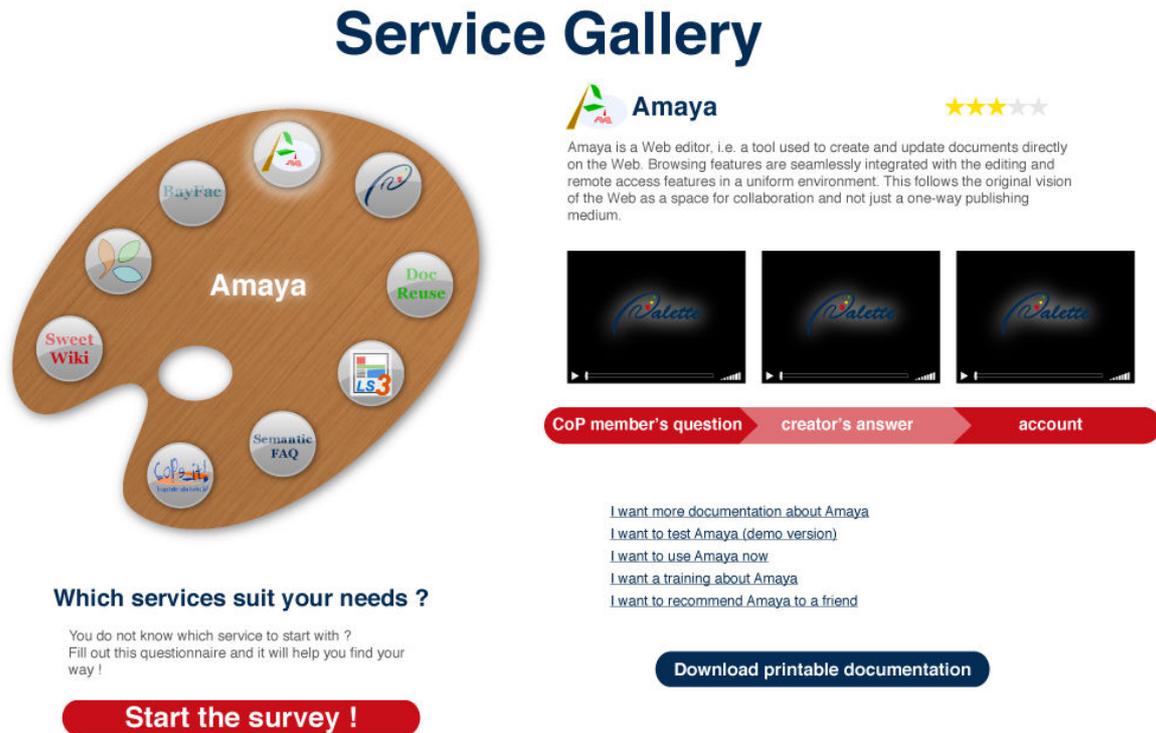


Figure 18: Mock-up of the Service Gallery page

Université de Liège (ULg) and CRP-Henri Tudor are the most implicated partners in the Service Gallery evolution (related to task 7.1) and in the preparation of on-line training resources (related to task 8.3), which are strongly linked to it.

The aim of the Service Gallery page is to guide potential CoPs animators and/or members (the user) in identifying and selecting the PALETTE services they could use. The user will also have access to contextualised information about these services. For that purpose the Service Gallery page offers several functionalities, which can be classified in 2 categories: some are common to all services, others more specific to the service.

Common functionalities

(a) The on-line survey

The user is able to answer few questions, which help to analyse at the same time his/her CoP's environment, in order to define the most relevant generic scenario to be adapted, and his/her CoP's usage of work in term of tools and services.

The automatic analyse of the answers is based on the outcomes of 2 deliverables: D.IMP.08 "Analysis and exploration of innovative collaboration means within the CoPs" and D.PAR.04 "User centred description of PALETTE tools and services, and first analysis of usability".

The user is then directed towards the most appropriate PALETTE Service, or combination of Services, among the following: Amaya, LimSee3, DocReuse, BayFac, CoPe\_it!, eLogbook, SweetWiki.

(b) Printable documentation

A brief description is available for each PALETTE Service, extracted from the catalogue provided by ULg (Milestone M.DIS.08 – description of tools and services helping non technical people to understand their purposes and supporting the CoPs in their design of the scenarios of use)

(c) Teasers

The presentation of each service is available as a video, which relies on 3 aspects (i) a CoP member explains his/her CoP's problem (ii) a first answer is given by the designer/developer, and (iii) a second answer is given from a pedagogical point of view to explain how to improve practices

(d) Video demonstration of the service

Access to a video demonstration to explain how to use the service is available

Specific functionalities

(a) Service installation guide

Depending to the Final Exploitation Plan outcomes described in deliverable D.DIS.12, specific options could be offered to the user.

In some cases for example, it is possible to access a link to download the service for a local installation. Along with the software to be downloaded, documentation about the installation is provided to the user

In other cases, an access to commercial offers is proposed

(b) Access to on-line training module of the service

These on-line modules are composed of tutorials (pages and exercises), animations, tricks and tips to avoid the traps of the tools (from an ergonomic point of view), printable documentation on thematic such as ontologies (from a pedagogical point of view), videos of users' testimonies etc...

(c) Access to a presentation of the scenarios in which the services could be used

Examples of generic scenarios (realisable and yet realised) supplement the above information

(d) Access to the Learning and organisational resources (LOR)

Short activities to carry out with CoPs for supporting members' learning, organisation and choices of tools.

The next figure shows the example of BayFac page, illustrating the links and access to the above-mentioned functionalities.

All services are presented the same way.

## BayFac

This BayFac service aims at providing a mean to semi-automatically index textual documents (documents, emails, forum posts, wiki pages, blog posts, etc.) regarding a vector of concepts relevant to a CoP, hence allowing classification according to multiple facets. The benefits for the users are to have incoming documents automatically classified according to known useful categories, and to be able to search information in a more efficient manner thanks to this indexation.



### What kind of services go with BayFac ?

- [I want more documentation about this service](#)
- [I want to test this service \(demo version\)](#)
- [I want to use this service](#)
- [I want a training about this service](#)
- [I want to recommend this service to a friend](#)

**Figure 19: Mock-up of the BayFac page**

Moreover, the Service Gallery page gives access to the PALETTE Services Portal. The PALETTE Services Portal answers to the following CoP's concern: "How to use all of the services from one central place?". It is basically a customisable Web portal provided to end-users as a single entry point to PALETTE services used by the CoP. The aim of this Portal (developed by CRP-HT) is to help the CoPs members to use the services by personalizing their framework environment: the user will find in the Portal a useful access to the different PALETTE services, with the help of widgets. The widgets are small windows which allow an interactive and personalized presentation of PALETTE services' functionalities used by the CoP. Indeed they offer some function of a service or simply displaying information from a service, and provide an entry point to the PALETTE services. Users can add any of the available widgets, personalize them, and organize them in the portal.

As for each PALETTE service presented in the Service Gallery, the "personal section" of the PALETTE Portal is composed of its description, a demonstration of the portal use presented in a video, and a link to create a guest account to use the Portal.

The version of the Portal available for the visitors proposes the widgets developed by the PALETTE partner for their own service, i.e. Awareness widget linked to the Cross Awareness Knowledge Base, BayFac, CoPe-it!, CoRepQuickSearch, CroSSE, DocReuse, eLogBook, SweetWiki and XTiger template view.

As a conclusion, ERCIM will continue to host the PALETTE Web site in a static way after the end of the project. However, this site will also redirect to some pages hosted by partners of the project to reflect the evolution and use of the results. The Service Gallery in particular, will be hosted by CRP-Henri Tudor, and partners such as NISAI and MindOnSite will propose access to the PALETTE services, through their commercial platform.