Call for participation

Workshop on Technology support for reflecting on experiences and sharing them across learning contexts

at the Alpine Rendez-Vous 2013 (ARV'2013, January 28 to February 1)

Duration of the workshop: two days
Location: Villard-de-Lans, Vercors, French Alps.

We invite researchers and PhD students from different disciplines (education, psychology, cognitive sciences, computer science…) to participate in a two-day workshop addressing the issue of how technologies can support learners to reflect on experiences and share them with others across learning contexts.

To participate, you need to **submit a position paper** (no more than two pages – see "How to submit" section) in which you will describe your interest and research on the workshop topic as well as how you will contribute to the goals of the workshop. Your presentation can deal with technological solutions or empirical studies (including lab and field studies) in vocational education or any domain in education involving learning from experience.

The workshop will be limited to 25 participants, including the members of the Dual-T program, a program funded by the Swiss Federal Office for Professional Education and Technology, its scientific advisory board as well as external guests. The attendance for external guests will thus be based on the reviewing of their position paper by the workshop committee (see below). The members of Dualt advisory board are: Friedrich Hesse (University of Tuebingen, Knowledge Media Research Center), Ulrich Hoppe (University of Duisburg-Essen), Mike Sharples (Open University UK), Robert- Jan Simons (University of Utrecht), and Etienne Wenger.

Funding for hotel and food (but not travel) is available for external guests for the duration of the workshop (3 nights and 2 days).

Rationale for this topic

Reflection on action is a crucial process in the experiential learning approach. Learners advance their understanding and mastery on the basis of their experiences if they manage to analyze their performance and learning needs, share those experiences with others who can provide feedback and help and use those experiences and reflections for planning future learning occasions. **We see technology as helpful to foster this kind of activities and to provide guidance to learners and teachers in conducting them.**

In the special case of initial vocational education, learners make experiences in different learning contexts (school, workplace, inter-company courses). School teachers and company supervisors are supporting them in their reflection on experiences but often limit their assistance to experiences made in their own context. Experiences from one context are not systematically used in the other context. It is often up to learners' motivation and ability to integrate and relate experiences from different contexts. This would call for self-regulated learning competencies which most apprentices in VET may not be used to. We posit that technology can support learners, teachers and / or supervisors to expand and exploit experiences and knowledge across

learning contexts. This is the issue that the Dual-T program has been exploring since 2007 in the Swiss vocational education system. Involving three universities (University of Fribourg, University of Geneva, Ecole Polytechnique Federal Lausanne) and the Swiss Federal Institute for Vocational Education and Training, the Dual-T program investigates the potential of different technologies (e-portfolio, collaborative writing, augmented tangibles) to support the interplay between experiences from the workplace and concepts or theories learned at school by opening a "virtual space" in which knowledge can easily cross boundaries. We call this virtual space an "Erfahrraum". In this space, apprentices can, for instance, share and reflect on experiences made at the workplace, discuss and analyze workplace problems in school and test solutions developed in school at the workplace.

The degree to which the potential of technology is realized in the field, depends however on many factors, some of which may be political (e.g., possibilities to upscale the solutions developed in order to test them on a large scale) others may be relational (e.g., communication habits, role definition). A discussion and consideration of these intervening factors is necessary in order to allow research to be a driving force in the shaping of future practice.

Goals of the workshop

The objective of this workshop is twofold.

- First, we want to stimulate the sharing of research and technologies on the present topic. Findings on technology-support in different contexts (different tools, different countries, different learning contexts...) will be discussed in order to review the state of the art in that field and stimulate cross-context transfer of results.
- Second, we intend to disseminate the Dual-T's results and positions and receive feedback and comments from specialists from different perspectives.

Overall, the expected contribution of the workshop is to engage in collective and interdisciplinary thinking about how to develop tools and activities that help learners articulate practical with conceptual knowledge by sharing experiences and reflecting on them collaboratively, by means of appropriate learning technologies.

Workshop structure

Prior to the workshop, documentation for the workshop will be circulated 4-5 weeks before to prepare attendees. It will include a presentation of the topics and issues to be discussed, the timeline and the position papers of the participants. This documentation will be published on the workshop website (http://tecfa.unige.ch/arv2013//). Please find below a preliminary schedule for the two-days workshop.

Day 1	
08:30 – 10:00	Introductory presentations: the Erfahrraum framework and concrete implementation
10:30 – 12:00	Poster session
12:30 – 16:30	Lunch and snow activities
16:30 – 18:00	Group discussion: Dual-T members, Dual-T advisory board, invited participants.
18:30 – 20:00	Presentations from invited guests (part 1)
Day 2	
08:30 – 10:00	Presentations from invited guests (part 2)
10:30 – 12:00	Demonstration session
12:30 – 16:30	Lunch and snow activities
16:30 – 17:30	Round table: "Given we have the tool - what else do we need to make it work?"
18:00 – 19:30	Group work: Feedback from Dual-T advisory board or discussion on the issues raised in the workshop
19:30 - 20:00	Final plenary discussion and wrap-up of the workshop

How to submit to the workshop

Position paper should include **an abstract** (max. 150 words) and an **extended summary** (max. 1,5 page) describing your interest and research on the workshop topic as well as how you will contribute to the goals of the workshop.

Participation necessarily involves a spoken presentation (20 minutes), but you can also propose a poster or a demo (then state it in your proposal).

Please send your position paper by **September 21**, 2012 as email attachments in Word or PDF format to: Florence.Colomb@epfl.ch

Invitations by the committee following notification of acceptance or rejection will be send around October 15th.

Workshop committee

Jean-Luc Gurtner, Department of Educational Science, University of Fribourg.

Jessica Dehler Zufferey, Department of Educational Science, University of Fribourg

Mireille Bétrancourt, Faculty of Psychology and Education - TECFA, University of Geneva.

Alberto Cattaneo, Swiss Federal Institute for Vocational Education and Training.

Pierre Dillenbourg, CRAFT, Ecole Polytechnique Fédérale de Lausanne.