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COMMUNITY-BASED LEARNING WORKSHOP: EXPLORATIONS INTO THEORETICAL FOUNDINGS, EMPIRICAL FINDINGS, AND COMPUTER SUPPORT

Workshop at ICLS 2004 (<http://www.gseis.ucla.edu/~icls/>)

Ralf Klamma, Markus Rohde, Gerry Stahl, Volker Wulf

Workshop Theme

This workshop aims to better understand learning within diverse educational communities and to explore their potential support by means of community-based technologies. To accomplish this, we will focus on intersections and relationships between educational research and computer science as applied within the learning sciences.

We believe that the learning sciences need to better understand practical, empirical and applied aspects of community-based learning. New computer systems should better address the complex needs of educational communities – which typically change dynamically, are emergent, evolve over long periods of time and allow multiple interacting memberships. While socio-cultural and related theories recognize these features on a theoretical level, we now need to bring together and extend empirical research results on diverse learning communities and to draw design implications for technological support.

The design of tools for supporting learning in schools and universities often focuses on supporting the individual learner or the traditional role of the classroom teacher. Individual classes are seen as the focus of activity, neglecting relations within the school setting or larger cultural communities where the students are rooted. Some recent systems have shifted their focus from supporting individual learners or teachers to supporting group work. This does not solve all the problems when it comes to supporting the creation of a learning community, where learners contribute and build on other people's experience, combining different perspectives across classes, directions of studies and diverse cultures. We are interested in how to design systems reflecting that knowledge is not just an asset of individuals or small groups, but rather of the community as a whole.

Position Paper Topics

Relevant position paper topics include, but are not limited to:

- Contributions to theories of community-based learning
- Reflection on existing theories
- Relation of community-based learning to individual and group learning
- Communities of practice in educational settings
- Learning at the borderlines of communities of practice
- Media appropriateness for communities of practice
- Interaction and knowledge exchange among different communities
- Ethnography and case studies of diverse communities
- Technical infrastructures for learning communities
- Enriching community spaces to enhance learning
- Support for the negotiation of shared meaning
- Support for community building
- Support for mobile learning

Workshop Organization

The workshop is intended to bring together, for a whole day on Tuesday, June 22, from 15 to 30 participants. The participants will be selected on the basis of a submitted position paper of 3-4 pages. Final versions of the accepted position papers will be published in a Special Issue of the *ACM SIGGROUP Bulletin*. If you would like to participate in this workshop, please submit your position paper to Gerry.Stahl@drexel.edu by May 15. All submissions will be reviewed by the Community-Based Learning Workshop Program Committee.

Community-Based Learning Workshop Program Committee

- J. Haake, University of Hagen, Germany
- M. Huysman, Free University of Amsterdam, The Netherlands
- R. Klamma, RWTH Aachen, Germany
- K. A. Renninger, Swarthmore College, USA

- M. Rohde, International Institute for Socio-Informatics, Bonn, Germany
- M. Specht, Fraunhofer FIT, Germany
- G. Stahl, Drexel University, USA
- V. Wulf, U. of Siegen and Fraunhofer FIT, Germany

This announcement is available at: http://www.cis.drexel.edu/faculty/gerry/icls_learning_workshop.pdf

This workshop is sponsored by ProLearn (www.prolearn-project.org), the Math Forum (mathforum.org) and the Virtual Math Teams Project (www.cis.drexel.edu/faculty/gerry/vmt).

