

AIED 2005, Amsterdam, July 18-22, 2005



CALL FOR PAPERS

Narrative has been an important way to transmit knowledge across generations, and is innate to the human nature. Narrative is also a valuable vehicle to structure knowledge and to help us in the process of meaning making. Due to the explorative and complex nature of narrative, an intelligent learning environment (ILE) based on a narrative approach can promote several kinds of activities for learners:

- (1) co-construction: participate in the construction of a narrative;
- (2) exploration: engage in active exploration of the learning tasks, following a narrative approach and trying to understand and reason about an environment and its elements;
- (3) reflection: engage in consequent analysis of what happened within the learning session.

By applying a narrative approach in the development of an ILE, it is possible to attain an application that may help the learners to share ideas and points of view, to experience a particular situation by engaging in role-playing, and to post-reflect on actions taken within such environment.

Goals

The main goal of this workshop is to bring together researchers from different disciplines to discuss the creation of what we call narrative learning environments (NLE). In our view, these are a specific type of intelligent learning environments where narrative is approached and applied. The several applications of narrative and the several ways of conveying it within an ILE are an interesting topic to be addressed within this workshop. By analysing the variety of uses of narrative, it may be possible to devise a set of guidelines to be followed by other researchers when developing a NLE. By trying to answer basic questions on the role of narrative in Intelligent Learning Environments, we aim to contribute to understanding more precisely and exploiting more effectively the potential of narrative in education.

The main topics of interest of the workshop are the following ones (but not limited to these):

- How are narrative aspects of the learning environment represented and developed in the ILE design process?
- How can existing methods be adapted to improve the quality of the "designed-in" stories?
- How can system designers take into account how the learning experience will be "read" by the learners?
- Can knowledge of narrative and dramatic techniques improve the design and development process for learning environments?
- How does the medium of delivery influence the design of learning environments that take advantage of interactive narrative concepts (interactive TV, interactive video, etc)?
- What theories of interactive narrative are needed to support the different possibilities provided by different delivery mechanisms?
- What can we learn from game designers that can be used within narrative learning environments? How can we adapt this knowledge to the benefit of learners?
- How can notions of interactive narrative support the development of relationships between learners and teachers? How are different kinds of communication and reflection supported?
- How can good quality relationships be maintained between people directly and indirectly engaged in the narrative?
- How does narrative contribute to the effectiveness of learning environments in promoting learning? How can its contribution be assessed?

Workshop organizers

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Timeline

Papers submission: *22nd April 2005*
Acceptance Notification: *6th May 2005*
Camera ready contribution: *20th May 2005*

Submission guidelines

Papers should be between 4 to 8 pages and address one or more of the above issues. All submissions should follow the AIED guidelines (<http://hcs.science.uva.nl/AIED2005/submission.html>). PDF files are strongly encouraged.

Submissions should be sent by e-mail to: isabel.machado@inesc-id.pt

For more information see <http://gaips.inesc-id.pt/aied05-nle>