

Special Issue of International Journal of Continuing Engineering Education and Life-long Learning

NARRATIVE AND INTERACTIVE LEARNING ENVIRONMENTS CALL FOR PAPERS

Narrative has been an important way to transmit knowledge across generations, and is seen as part of 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 a role-playing, or even to reflect retrospectively on an action taken within such an environment.

This special issue is organised in association with the Kaleidoscope network of excellence in technology-enhanced learning <www.noe-kaleidoscope.org>, special interest group in Narrative and Learning Environments <<http://gaips.inesc-id.pt/nle/>> and with the EPSRC/AHRB funded Drama and Performance for Pleasurable Personal Learning Environments (DAPPPLE).

The themes under consideration are:

- How can the experiences and techniques of story tellers help children learn?
- 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" story? 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?

All papers will be refereed according to standard IJCELL procedures and should be submitted to the Special Issue Guest Editors. The deadline for submissions is 15th January 2006. However, if you are planning to submit a paper, we ask you to contact the Guest Editors as early as possible with a tentative title and a short draft abstract. Electronic submissions are encouraged. The preferred word processing program for electronic submission is Microsoft Word. Please make sure the document is single spaced and no more than 12 pages in length.

If it is necessary to provide a hard-copy submission then please contact the Guest Editors.

Important dates:

As soon as possible
January 15th, 2006
May 31th, 2006
July 31th, 2006
December 2006

Notification of Intent to Submit
Paper Submission
Notification of Acceptance
Final Version
Intended Publication

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