

Triological learning explained



Ritva Engeström is part of the scientific management team of KP-Lab and explains the triological learning ideas

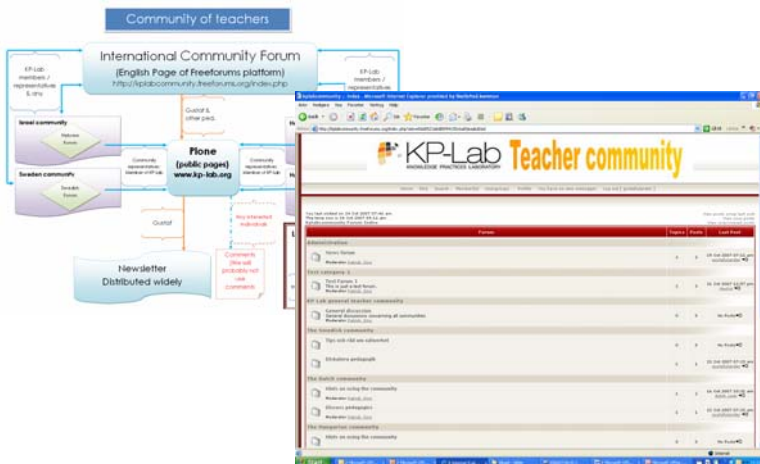
The project, *Knowledge-practices Laboratory (KP-Lab)* aims at facilitating innovative practices of working with knowledge ("knowledge practices") in education and workplaces. KP-Lab presents a unifying view of human cognition based on an assumption that learning is not just individual knowledge acquisition or social interaction, but shared efforts of transforming ideas and social practices, i.e. knowledge-creation perspective. KP-Lab technology builds on emerging technologies, such as semantic web, real-time multimedia communication, ubiquitous access using wireless devices, and interorganisational computing. KP-Lab is a modular, flexible and extensible system consisting of a cluster of inter-operable applications.

Read more at <http://www.kp-lab.org>

KP-Lab Community of teachers:

This is the start!

Now the scenes are being set for the community of teachers – a community that in turn consists of several national communities. Follow the introductions starting on page 3 of this newsletter.



Contents

Triological learning explained

Building a community – how and why?

The KP-Lab teacher community starts

How to find out more about KP-Lab – wiki and more

Different roles in a European research project

Building a community – how and why?

A community is a group of people. And the community will be nothing without the people. Sometimes that is very important to remember when working with communities. In addition, the community should be kept together by a common force in order to survive. This force needs to be felt by the participants, they have to feel a need for being together. There must be a benefit from working in the community.

The benefits can range over numerous fields. I, for example, belong to a couple of



A drag racing Ford Capri that was built with help from information gathered through the communities international communities connected to a certain make of car – the Ford Capri. One of those communities is now heavily centred around persons in USA with an interest for this car. That community was started in 1994 or 1995 (addressing not only the US but also Europe and Australia/New Zealand) and I have been a member ever since. At first the main benefit for me was to gain more knowledge about the car, and spread what little I knew. Later on, I got a great feeling of satisfaction

The KP-Lab community of teachers allows teachers to discuss a wide range of topics. Researchers and developers from the KP-Lab project will initiate some questions and guide the participants. But it doesn't stop there – use the community to enrich your work as a teacher.

Let's build a community!

when I could start adding my gained knowledge to the group. In 2000 I met up with some of the US participants during a trip to San Francisco. After that the group started to feel more like a collection of old and trusted friends.

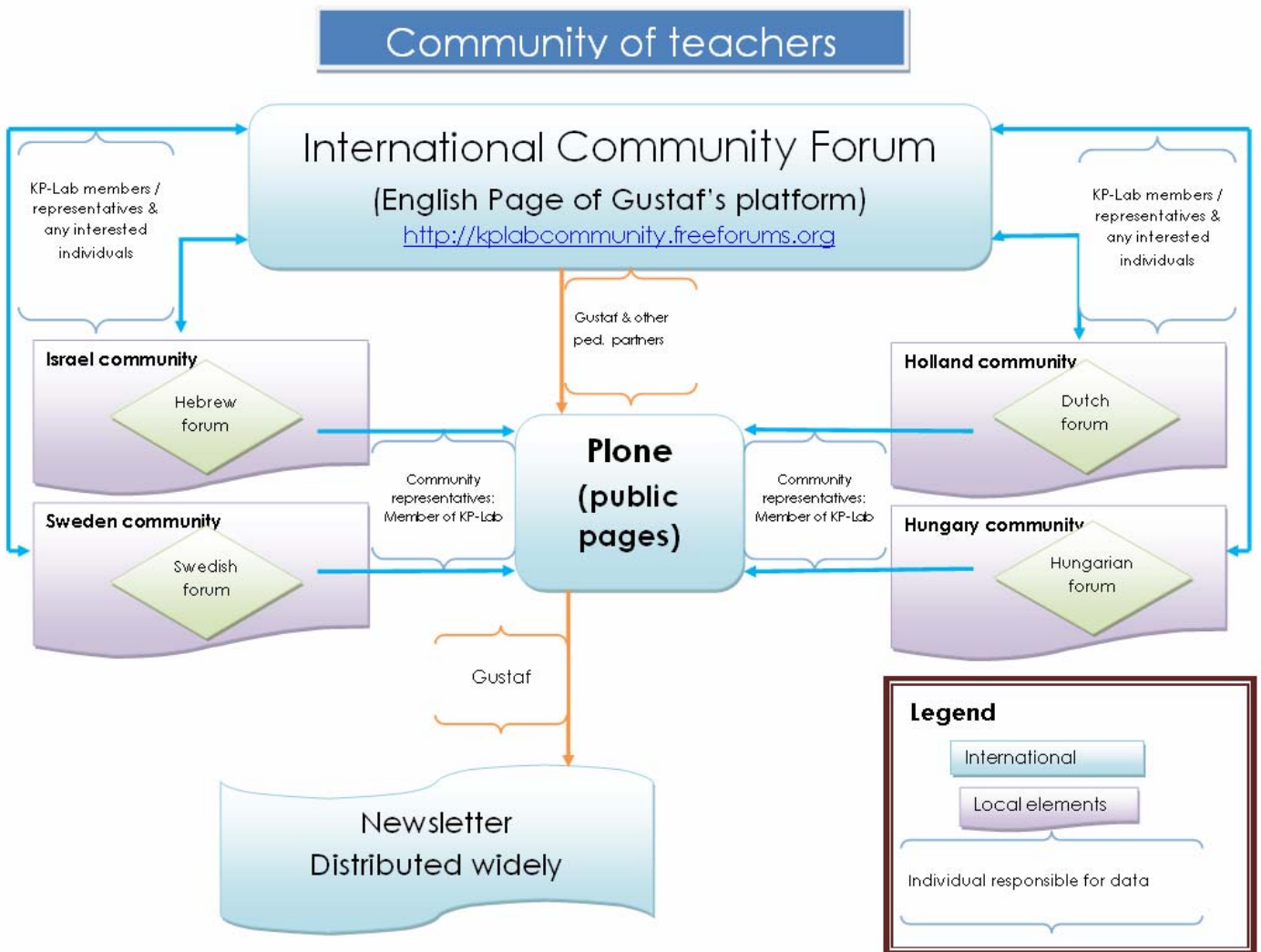
Why do I write this down? Well, I think that it proves that while one may have one interest or target when entering a community, this easily evolves over time and if the participants and community are flexible enough it can lead to mutual benefit on a number of levels.

Entering a community based on spare-time interests may seem easier than entering one for topics associated with things you do for a living. But does it have to be like that? Isn't the need for discussion, input from others and belonging to a group equally important at work?

The KP-Lab community of teachers could be that group for you. The common point of interest for my communities was quite narrow – a car. But there it can be a lot broader, pedagogics or maybe even how it is like being a teacher. How do developments in pedagogy effect you as a teacher? In what degree can you as teachers make an impact on policies and regulations? How can your voice be heard in research? And what do you think of the ideas proposed in KP-Lab?

This is your chance to not only make new contacts but also make an **impact**.

The KP-Lab community of teachers



The community consists of 3-4 national communities with discussions on a national level. Each community has representatives responsible for connecting the national discussions to an international level. What happens in the communities will also be reflected on the KP-Lab project site, and in the newsletter.

The newsletter will be distributed to spread the word about what is going on.

The community can be set up in a number of ways – face-to-face, virtually or in a combination. Each national community can and should choose their preferred way. But KP-Lab also offers a forum platform that is available for use.

On <http://kplabcommunity.freeforums.org> you can access the forum and start using your group. Contact the administrator or your national KP-Lab representative for any assistance you might need.

Also check out the information at the KP-Lab project site:

<http://www.kp-lab.org/community-of-teachers-folder>

How to find out more about KP-Lab

KP-Lab wiki

A wiki is a system that allow users to collaboratively explain and define things. It is like an encyclopedia that is always changing. A dedicated WIKI site has been setup for the KP-Lab project and it has many answers.

<http://kplab.evtek.fi:8080/wiki/>

Publications

Quite some publications are being written in the project. They spread the word about KP-Lab and explain what is being developed and the basis for that development. The publications are a good source of information!

[Publication list](#)

Different roles in a European research project – the use of users

European research projects within the 6th Framework program (FP6) are generally speaking quite big. As in the case with KP-Lab they can have over 20 partners from more or less the same number of countries. While the focus area of the projects is state-of-the-art research and development many other roles are equally important.

In many instances a lot of resources are being put into ICT tools development to support the research. Programmers and developers work hard to create the “toolboxes” needed to really take advantage of the research results.

Supporting these fields are other functions such as coordination, dissemination and exploitation (how the results are being spread and taken into use), evaluation and training.

But all of this runs the risk of being too theoretical unless users are involved. The user input is vital for development of both theories and tools. That’s where the KP-Lab community of teachers comes into play.

There are several reasons for having a community that can be studied in different ways. But one of the most important things is the feedback you can give on what is being presented here. You know the situations in real classrooms better than anyone else.

So by taking active part of this community you can make a difference. You can make sure that what is developed in KP-Lab has a chance to work in real teaching situations.

On top of that – you will develop your skills and possibly be a better teacher.

WORD

Triological learning

Those forms of learning where learners are collaboratively developing, transforming, or creating shared [objects of activity](#) (such as conceptual artefacts, practices, products) in a systematic fashion. Triological learning concentrates on the interaction *through* developing these common, concrete objects (or artefacts) of activity, not just between people ("dialogical approach"), or within one’s mind ("monological" approach).

[Definition from the triological glossary in the KP-Lab wiki]