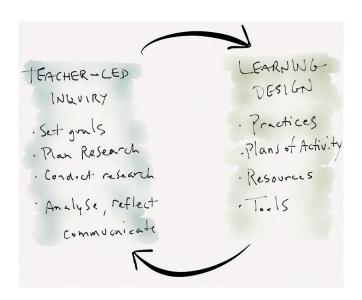# ❧ Call for Participation ☙

Teacher-led Inquiry and Learning Design: The Virtuous Circle

A hands-on research workshop at the
Alpine Rendez-Vous 2013 scientific event
January, 28 – February, 1st 2013
Villard-de-Lans, Vercors, French Alps

The Workshop at-a-glance

 "TILD" is a practice-centred, hands-on workshop focused two key areas of Educational Science: *Teacher-led Inquiry* and *Learning Design*. Participants from all areas of research and practice (teachers, researchers, school leaders, etc.) are welcome.

Duration:	five ½ days, with time for recreational activities
Website:	http://www.ld-grid.org/workshops/design-inquiry2013
Hashtag:	#ARV-TILD
Requirements:	Expression of interest registration and a position paper of 2 pages
Outputs:	(tbd) peer-reviewed journal issue, open-access journal, book, website, joint research proposals

Key Dates:	
Register NOW	Register your expression of interest on the workshop website
31 August 2012	Position Paper submission deadline. Submit using EasyChair: *https://www.easychair.org/conferences/?conf=tildarv2013*
mid-September	Attendees invited
28 January 2013	Workshop begins!

The Alpine Rendez-Vous

The Alpine Rendez-Vous (ARV) is an established atypical scientific event focused on Technology Enhanced Learning (TEL). The ARV series of events are promoted by TELEARC and EATEL associations. The goal of the Alpine Rendez-Vous is to bring together researchers from the different scientific communities doing research on Technology-Enhanced Learning, in a largely informal setting, away from their workplace routines. ARV is structured as a set of independent parallel workshops located at the same time in the same place. Workshops last two to three days each, half of the workshops taking place in the first part of the week and the other half in the second part, possibly with a "common day" in the middle. The Alpine Rendez-Vous of 2013 will take place from January 28th to February 1st, in Villard-de-Lans, a village in the middle of Vercors. Snow is used as "social facilitator": the schedule includes slots to enjoy ski and outdoor activities. Breaks and meals are organized in a way that promotes informal encounters between participants from the different workshops. Participants will be able to enjoy Alpine and Nordic skiing and other activities, (see http://www.villarddelans.com). The Rendez-Vous will be hosted at Grand Hôtel de Paris where special rates have been negotiated.

The Workshop on Teacher-led Inquiry and Learning Design

This workshop is situated at the intersection of two fields of Educational Science; Learning Design (LD) and Teacher-led Inquiry into Student Learning (TISL). Learning Design is the act of devising new practices, plans of activity, resources and tools aimed at achieving particular educational aims in a given situation (Agostinho et al, 2011; Craft & Mor, forthcoming). It is informed by subject knowledge, pedagogical theory, technological know-how, and practical experience. At the same time, it also can engender innovation in all these areas and support learners in their efforts and aims. Teacher-led Inquiry into Student Learning is an approach to pedagogic practice and continuing professional development, within which the teacher applies systematic and rigorous methods to the evaluation of student learning in relation to teachers' practices in order to improve learning design (Kelly, 2003). It places the teacher at the centre of a dynamic process of goal setting, analysis planning, analysis execution, reflection and communication (Dana, N. F., & Yendol-Hoppey, D., 2003). *There is a critical need for synergy between these areas.* LD, to be effective, should be informed and evaluated by teacher inquiry, or, indeed should ideally be a process of inquiry. TISL, to be meaningful, should support optimising the design of activities and resources. The objectives of this workshop are to establish a new strand of research aimed at the synergy of Learning Design and Teacher-led Inquiry, to solidify its theoretical foundations, to propose new methods, tools, and representations which support research and practice.

Three concepts will be at the centre of the theoretical discussion: context, practice, and change. Examples and use of these will be explored during the workshop along topical strands. The topics will include:

- Articulating the relationships between Learning Design and Teacher-led Inquiry by capturing the learning context, epistemic and pedagogical practice, and models of change.

- Exploring methods to support educational innovation though Learning Design and Teacher-led Inquiry, and identifying ways to link them more closely through tools and representations
- Establishing a culture of practitioner design inquiry in which educators use the representations, methodologies and tools above to sustain scientifically informed creative practices in their professional context.

The Call

The workshop will enrich conversations about both Learning Design and Teacher-led Inquiry by bringing together new perspectives and will explore how the different communities can learn from each other. It brings together teachers and researchers seeking to articulate the key concepts and who wish to develop a shared understanding that will engage and inform other practitioners.

This timely workshop is grounded in the fertile soil of two key knowledge domains (LD and TISL) and facilitates much-needed cross-fertilisation between them. Specifically, we aim to:

- Establish a new area of research in Education, synergizing LD and TISL, and focusing on context, practice and change
- Network to build a new community around this research theme
- Produce 5-6 draft papers for a special journal issue
- Potential for new significant research grant proposals
- Archive the work outputs from the workshop activities as a useful resource to other practitioners

To participate in this workshop, **please register** your interest on the form on workshop website http://go.ld-grid.org/tild

You will need to submit a 2 page position paper, as specified below. Submissions will be peer-reviewed, as places are limited. Submissions should focus on the themes of representation and manipulation of context, practice and change in learning and teaching. We will consider four categories:

- **Research reports** - an account of innovative research at advanced stage
- **Demos** of tools for supporting the above
- **Synergy propositions** - drawing on existing literature, identifying gaps and points of intersection, and proposing cross-overs
- **Research proposals** - arguing for the need and viability of new research initiatives

Please submit your position paper by **31 August** via EasyChair:
https://www.easychair.org/conferences/?conf=tildarv2013

Contributions will be selected by the organizers on the basis of individual quality of the papers and the overall balance and coherence of the programme. The selected papers will be uploaded to a shared repository and participants will be asked to review their peers' contributions and identify possible links prior to the workshop. These potential links will be posted for review and discussion and will inform the workshop activities. There is no standar format for submissions.

Funding

We are looking into funding options, but these will be limited. If you wish to be considered for support please indicate so in the expression of interest form. However, until further notice, all participants should assume that they must provide their own funding.

Deadlines

Expressions of interest should be registered on to workshop website (http://www.ld-grid.org/workshops/design-inquiry2013) as soon as possible. Short (2-3 pages) Position Paper submissions should be made to EasyChair by 31 August 2012.

Programme Committee

The workshop is a collaborative initiative of the NEXT-TELL project (http://next-tell.eu) and the Inquiry of Design for Learning project at the Open University Institute of Educational Technology (http://iet.open.ac.uk/).

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