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Tsuyoshi Sugibuchi , Nicolas Spyratos , Frantisek Babic , Jozef Wagner , Jan Paralic , Michal Racek , Crina Dama and Vassilis Christophides -- Using Trialogical Design Principles to Assess Pedagogical Practices in Two Higher Education Courses / Minna Lakkala , Liisa Ilomäki , Sami Paavola , Kari Kosonen and Hanni Muukkonen -- Trialogical Design Principles as Inspiration for Designing Knowledge Practices for Medical Simulation Training / Klas Karlgren -- A Product Development Course as a Pedagogical Setting for Multidisciplinary Professional Learning / Kari Kosonen , Hanni Muukkonen , Minna Lakkala and Sami Paavola -- Shared Epistemic Agency for Knowledge Creation: An Explorative Case Study / Crina Dama and Jerry Andriessen -- Developing Epistemic Agencies of Teacher Trainees – Using the Mentored Innovation Model / Andrea Kárpáti and Helga Dorner -- Working within Knowledge Communities as a Context for Developing Knowledge Practices / Patrick Sins and Jerry Andriessen -- Consolidating Work Descriptions: Creating Shared Knowledge Objects / Anne Moen and Sturle Nes -- About the Authors / Anne Moen , Anders I. Mørch and Sami Paavola -- Subject Index / Anne Moen , Anders I. Mørch and Sami Paavola.

| Sommario/riassunto | This book presents perspectives on the knowledge creation metaphor of learning, and elaborates the trialogical approach to learning. The knowledge creation metaphor differs from both the acquisition and the participation metaphors. In a nutshell trialogical approaches seek to engage learners in joint work with shared objects and artefacts mediated by collaboration technology. The theoretical underpinnings stem from different origins, including Bereiter and Scardamalia's theory on knowledge building and Engeström's activity theory. The authors in this collection introduce key concepts and techniques, explain tools designed and developed to support knowledge creation, and report results from case studies in specific contexts. The book chapters integrate theoretical, methodological, empirical and technological research, to elaborate the empirical findings and to explain the design of the knowledge creation tools. The target audiences for this book are researchers, teachers and Human Resource developers interested in new perspectives on collaborative learning, technology-mediated knowledge creation, and applications of this in their own settings, for higher education, teacher training and workplace learning. The book is the result of joint efforts from many contributors who took part in the Knowledge-practices Laboratory (KP-Lab) project (2006-2011) supported by EU FP6. |