Carvalho, R. (2019). Redesigning KF's Rise-Above UI: Representing conceptual three-dimensionality. Design session at the *2019 Knowledge Building Summer Institute: Knowledge Building Practices and Technology for Global Hubs of Innovation*. March 17-20, 2019, Hiroshima, Japan.

Redesigning KF's Rise-Above UI: Representing Conceptual Three-dimensionality

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Statement of the Issue

Knowledge Building (KB) strives to establish a culture of collaborative knowledge advancement in the classroom in which learners take the role of active participants in the knowledge society (Bereiter & Scardamalia, 2010). An important resource for KB has been the technological supports that mediate the community work and structure the process of knowledge creation. The first technology support specifically designed and developed to support KB was known as Computer Supported Intentional Learning Environments (CSILE; Scardamalia, 2004). With the emergence of the World Wide Web, CSILE gave way to the Knowledge Forum (KF) as an asynchronous discourse environment for collective knowledge creation and advancement (Scardamalia, 2004). Since then, KF has evolved, incorporating new features and technologies. This study proposes a number of new modifications and additions to KF's interface that aim to improve its usability and increase its capability for supporting KB work.

Goals

The objective of this session is to get the KB community engaged in the co-design and advancement of a set of KF tools and features that may contribute for improving KF's usability, offering feedback and ideas for improving the proposed interfaces.

Description of Audience Engagement

This is a design session that aims to engage participants in the co-design and advancement of the Knowledge Forum. After a presentation of the existing designs (15 minutes), participants will be provided with printings and will be divided in small groups for discussion on possible improvements, creation of new designs, etc. (45 minutes). Finally, small groups will report their ideas for a whole group discussion (30 minutes).

References

Scardamalia, M. (2004). *CSILE/Knowledge forum®.* Education and technology: An encyclopedia, 183-192. Scardamalia, M., & Bereiter, C. (2006). *Knowledge building: Theory, pedagogy, and technology.* The Cambridge handbook of the learning sciences, 97–115. Retrieved from http://ikit.org/fulltext/2006_KBTheory.pdf