

Brief Bio and (PR)²: Problems & Pitches – Rants & Raves by *Andrew Ravenscroft*



Andrew Ravenscroft is Professor of Technology Enhanced Learning and Deputy Director at the Learning Technology Research Institute (LTRI) of London Metropolitan University. Previously he was Director of the Dialogue and Design for New Media Research Group that he established at the UK Open University whilst working in the Institute of Educational Technology (IET). He gained his PhD in Psychology and Intelligent Media design whilst working as a Research Fellow in the Computer Based Learning Unit (CBLU) at the University of Leeds and is a Chartered Psychologist. He has over 100 publications, is an active member of international and national committees and working groups and has been a key investigator on collaborative projects that have attracted Millions of pounds of funding for Research and Development

projects from National and EC sources. Andrew's work emphasises the interplay of communication, thinking and emerging technologies for learning, which can be called *advanced learning and interaction design (or 'deep' learning design)*. In pursuing this work he leads the research group in Learning Interaction and Dialogue Design (LIDD), which adopts primarily design based research methods to develop near-future web-technologies within a socio-cultural framework, and focuses on new or emerging forms of media, dialogue and meaning-making on the net. He has recently edited a Special Issue of the Journal of Computer Assisted Learning (JCAL) on "Social Software, Web 2.0 and Learning", which reflects a current focus and an intense interest in how we should design the next generation of learning technologies that truly embrace the changing learning landscape and predominance of 'digital practices'.

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Artificial Intelligence in Education: Special Issue on Analysing Educational Dialogue Interaction: From Analysis to Models that Support Learning, Vol. 11, Part 1, pp. 273-298, ISSN 1560-4292.

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1. **Digital Dialogue Games for thinking and learning**, 3 consecutive multi-partner projects funded by UK JISC (£370K total), www.interloc.org
2. **MATURE: Continuous social learning in knowledge networks**, Project funded by the EC Framework 7. Part of a 13 partner consortium that is developing a theoretical base and investigating and developing tools and mashups supporting learning as 'knowledge maturing' within the work-place (£4.4 Million, 13 partners, scientific co-ordinator Universität Karlsruhe in Germany, started April 2008, see <http://mature-ip.eu/en/>).

- Links to data or software I serve:

InterLoc Digital Dialogue Game Software at: www.interloc.org

- link to your home page

<http://studweb.north.londonmet.ac.uk/~ravensca>.

An Image I Relate to...



General Questions

1) What is (are) your main interest(s) in attending the workshop?

Finding out the 'state of the art' in searching, mapping and visualization tools

How to articulate searching, mapping and visualization as an integrated educational practice

The applicability of searching HPS as a dialogue with argumentative data

2) What would you like to learn / achieve at the workshop?

A look 'over the horizon' in terms of future possibilities (in searching, mapping, visualization) to establish and differentiate between the nearly there innovations, near-future possibilities and blue skies challenges.

3) ***If you are a philosopher of an historian of science:*** In what ways might people that study and map science benefit from your work?

If you are a scientometrician/science map maker: In what ways might philosophers or historians of science benefit from your work?

Through developing ideas around argumentative searching and the development of related tools – provide new means to map the development of ideas and their representation and comparison in collections related to HPS.