



Knowledge building on line. A new way of training for the primary teachers ?

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In order to overcome the problem of a dispersed rural area, the department of Indre in France has opted for the development of “blended learning” training with collaborative projects on line. The knowledge building on line for primary teachers was the aim. In this experiment which integrates a constructionism model we highlight new ways of learning, knowledge modelling, and training tasks with examples roadmap tasks (Ernst, 2008) created during training. The Moodle platform used incorporated virtual worlds and was a space in which the teacher could create and share pedagogical mathematical resources (games for construct the number in Kindergarten, geometry games ...). The evaluation of the experience has been based on both a survey distributed to participants as well as the observations drawn from this experiment regarding the various “learning factors” which are brought together in the pragmatic learning model (Lebrun, 2007). We observe the forum activities where the teachers shared the pedagogical contents and comments. The eight necessary steps for blended learning design (Woodall, 2010) are also taken into account. The author suggests some methodological principles in which the creation and sharing of digital resources have a crucial role. She demonstrates the importance of an experimental approach of collaborative practice, as well as the interest in an implementation of knowledge in clearly contextualised situations for an efficient teacher professionalisation.

Keywords

Constructionism knowledge_building resources training professionalisation blended_learning