



SVC Days – Lucerne 2003

Workshop **Pedagogical Aspects**

Introduction

H. Platteaux – Centre NTE, Université de Fribourg

Une liste ouverte de mots-clés :

- **Valeurs ajoutées par les NTIC dans l'enseignement**
 - **Autonomie de l'apprenant**
 - **Apprentissage collaboratif**
 - **Contextualisation**
 - **Rendre l'apprentissage plus réel / concret**
 - **Faciliter le réinvestissement des nouveaux apprentissages**
 - **Développer le « apprendre à apprendre » (méta-apprentissage)**
- **Situation pédagogique**
 - **Situations hybrides**
 - **Interactivité**
 - **Accompagnement de l'étudiant (tutorat, guide methodo., etc.)**
- **Evaluation, pour qui ? pour quoi ?**
 - **grands axes d'évaluation**
 - **acceptabilité (décision d'utiliser)**
 - **utilité (efficacité pédagogique)**
 - **utilisabilité (ergonomie)**
 - **échelles d'évaluation**
 - **macro (national, CVS, etc.)**
 - **meso (programme universitaire)**
 - **micro (situation du cours)**
- **Equipe de conception / réalisation**
 - **Formation pédagogique de l'équipe**
 - **Support pédagogique de l'équipe**
 - **A quels moments intervient la pédagogie ?**



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Summary in German

A. Wyrsh – Fachhochschule Aargau

Looking back

Experiences: Der Beitrag der Pädagogik in der Entwicklung von E-Learning wird allgemein anerkannt.

Es zeigt sich, dass Pädagogik transversal im Gesamten Entwicklungsprojekt E-Learning Beiträge zu leisten hat und daher differenziert werden muss, welchen Beitrag auf welchen Prozessebenen zu leisten ist. (Ebene einzelne Entwicklungsprojekte, Implementierungssteuerung etc.)

Die Interdisziplinäre Zusammenarbeit muss gelernt werden und kommt zusehends in Gang.

Einige Leistungen der Pädagogik: Vertiefung der didaktischen Analyse, Strukturierung der Lehrgänge, Einbau von Reflexionsmöglichkeiten der Studierenden.

Mitgestaltung der Veränderung der Lehre und damit verbunden der Rollen und der Kultur in der Lehre.

Lessons learned:

Der Beitrag der Pädagogik innerhalb SVC ist auf die prozessebenen hin zu spezifizieren, weiter zu differenzieren und auszugestalten

Der gegenseitige Lernprozess braucht Zeit und wirkt bei Gelingen befruchtend.

Looking forward

Expectations: Hopes and visions:

Die spezifischen Vor- und Nachteil bestimmter Lernumgebungen (E-Learning, Labor, Vorlesung etc.) sind weiter zu erforschen. E-Learning bringt die experimentelle Situation, dass man Gruppen im dozentenorientierten Unterricht mit Gruppen im "selbstgesteuerten" unterricht (e-Learning) vergleichen und spezifisch die Bedeutung der Präsenz von Dozierenden untersuchen kann.



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Summary in French

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Looking back

- Paradoxe du support pédagogique si peu d'aide durant la conception puis évaluation sommative/sanction à la fin du projet
- Avec le e-learning, de nouvelles idées apparaissent à l'enseignant mais il y est peu préparé
- L'elearning facilite l'autodidaxie. Par exemple, un microscope réel ne „dit“ pas à l'étudiant ce qu'il devrait observer en particulier. Au contraire, un microscope simulé peut le faire (puisque les réponses sont associées aux images à étudier). L'étudiant peut donc mieux réguler son apprentissage. Mais il y a une limite à cette auto-régulation pour des questions et des problèmes plus ouverts proposés aux étudiants.
- Hybridisme: une solution c'est le „à distance en présence“, c'est-à-dire que les étudiants travaillent dans une salle ordinateurs, chacun à son rythme et avec l'aide possible et immédiate des enseignants qui restent dans la salle
- Attention aux valeurs enlevées! Autrement dit, il n'y a pas que des valeurs ajoutées. Par exemple, tout ce qui est transmis par l'émotion en face à face est à considérer. Le „Mysterium der Präsenz“ devrait être étudié en profondeur.

Looking forward

- il faut intégrer le support pédagogique et les questions pédagogiques dès le départ du projet et durant tout son développement
- la formation en pédagogie doit notamment permettre que l'équipe de conception / réalisation se rende compte des implications pédagogiques des outils NTIC utilisés
- l'équipe de conception / réalisation ne doit avoir peur de mélanger les genres, c'est-à-dire de faire de multiples essais et de rassembler de multiples compétences
- Un cours en elearning doit veiller à ce que tous ses aspects soient explicites (objectifs, calendrier, activités, contenus à voir et à savoir, etc.). Ceux-ci restent le plus souvent implicites dans un cours traditionnel. Mais il s'agit aussi de ne pas noyer l'étudiant dans l'information. Il faut donc trouver un équilibre entre pertinence et explication.



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Complete Summary in English

H. Platteaux – Centre NTE, Université de Fribourg

Experiences, expectations and hopes for the future of the Swiss Virtual Campus: Feedback for the SVC Steering Committee

Looking back

Pedagogical contribution: aims and collaboration types

In the framework of the SVC program, it appears that a **pedagogical contribution** has to perform **from the beginning and until the end** of the e-learning course development in order to achieve two main aims:

- to achieve a good quality of an e-learning course (**product** oriented);
- to develop an e-learning culture into our higher education institutions (**human resource** oriented).

This contribution can bring three main types of help to the conception/realisation team: **conception support** (deepening of the didactical process, structuration of the course schedule, relationships of the different learning activities and uses of ICT tools into this schedule), **evaluation** (formative or sommative, taking into account the students' uses and reactions) and **training** (diffusion of results, awareness of best practises).

These three types of help must then be clarified from the beginning of the project in order **to achieve a good quality of the e-learning course** because:

- the use of ICT brings new ideas and possibilities into the teaching process (teaching diversification) but the teachers and project team members are **not well prepared** – in general - to these ideas and their pedagogical implications;
- the collaborative interdisciplinary work must be learned and needs thus **time** to become efficient.

On the contrary, a misunderstanding between the project team and the intervening pedagogist(s) can grow up from **a lack of clarity**. For example, project teams say it is not a good way to proceed when the pedagogical help does not support much the development process and concentrates on a final sommative evaluation. First, it is not a fair way to collaborate. Second, the evaluation results can then not – or are very difficult - to be reinvested into the project in order to improve the course quality.

Added-values of ICT into the teaching/learning process

The workshop discussion concentrated here on two main points. This summary must thus be read while being aware this is not an exhaustive list nor analysis of the added-values brought by ICTs into the teaching/learning process!

Concerning **students' autonomy**, SVC project team representatives emphasized – during the workshop – the fact that **e-learning favours self-learning**. The example of a virtual microscope was discussed to illustrate that point. It was said that a real microscope, used during a „lab“ session, is not giving any feedback to the students. Such a microscope is not telling the students what they see, what is particular or important within what they see, etc. On the contrary, a virtual microscope is bringing this feedback and thus favours an autonomous learning process.

One should add two comments to this example. First, it reveals the importance of the learning task and objective explicitation. The microscope (real or virtual) becomes a learning instrument only when accompanied by an explanation of the tasks to be performed with it. Second, there is **a limit of the automatic feedback** that a ICT-based instrument or exercise can bring. The value of a human feedback coming from the teacher is especially important when the learning situation is based on a open question or problem.

The second point which was discussed is the problem of **face to face compared to distant learning** situations. Someone said that one speaks about ICT added-values but teachers and e-learning course developers should also take care about „**removed-values**“. In particular one should further investigate about the reasons why face to face situations are very efficient for learning. Is it only because students and teachers are used to them? Or is it also because they have valuable specificities – that distant learning let disappear – such as emotion sharing, information brought by human face expressions, etc.? Another person suggested that teachers can **mix face to face and distance** by being present into a computer room where students work. Students can then progress at their own rhythm and obtain immediately answers to all their questions.

Then, in order to bring real added-values with ICTs into our higher education institutions, the **mystery of face to face situations** should not be maintained. A further investigation of the values of presence situations should be made. On this basis, one should be able to define the most efficient „blended-learning“ situations.

Looking forward

- 1) An e-learning course must **explicit all its aspects** (objectives, schedule, activities, contents to be seen and to be learned). Those remain mostly implicit into a traditional course. This can not be the case into a situation where the learner should become more autonomous. But given information should be relevant for not creating an overflow.
- 2) The pedagogical contribution into one e-learning course development has to perform **during the total duration of the project**. In particular, training aspects should be aimed at allowing the participants to become aware of the pedagogical implications of ICT-based tools' usage.
- 3) The conception / realisation team of a e-learning course should be **multicompetent** and not being afraid of making **a lots of essays** (errors) and tests.
- 4) **Further investigations and/or documentations** should be made with regards to advantages and disadvantages of:
 - Distant versus face to face learning situations (teacher-students relations aspect)
 - Real versus simulated environments and tools (learning regulation aspect)