

Mandate « Pedagogical support and evaluation », SVC

Here are the main observations coming out of the sites visit.

- We observed an important heterogeneity inter and intra projects (technique, pedagogy and management : practice, vision and involvement among institutions and hierarchically such as professor/staff).
- In respect to innovative pedagogy (student autonomy, collaborative learning, project-based learning, high level cognitive skills/knowledge), which is known to be a progressive process, they are at different levels of development/integration. According to these 4 dimensions, pedagogical practices and representations of pedagogy are quite traditional. Mostly, a fruitful ICT integration seems to rely on the integration of a “mediated-teacher” controlled approach like the following sequence : teach/tell/read, exercises, quiz, test. The focus is on individualized instruction and mass teaching.
 - Only a few projects integrate the communicative and collaborative dimensions of the Net, many of those are doing it as a complementary activity after direct instruction.
 - Very few real case based, project based, or collaborative inquiry approaches. None seems to be starting learning activities with something else then direct teaching.
 - Some leaders and staffs have a more student centred vision but ...
 - They are working with colleagues whom do not want to go that way.
 - Modules are already gone too far to go back
 - They do not know how to do it that way, with big groups.
 - They feel CVS pressure to individualize instruction through online activities.
- Only 2 teams use a procedure guideline to help in the development of online pedagogical activities. Development is mostly intuitive.
- Only 1 team has a detailed scenario. Planification of students/teachers/tutors activities based on a needs and context analysis. Implementation and evaluation concerns are not often taken into account.
- Focus is mainly on the development of products to be delivered, technical issues are upfront, not much time for deep pedagogical analyses/reflections. So, just apply what is done in textbook or in face to face teaching...

Emerging questions, problems and other issues

- What is an innovative pedagogy? Examples? How can we stimulate/support high level cognitive skills/knowledge ? What is added by the integration of ICT ?
- How can we develop a detailed scenario ? Tools? Guidelines ?
- New roles for learners, teachers, tutors, institutions ? What are they ? How can we support the transition ?
- Teaching online to many students (100-1000) ? Animation, support, evaluation, etc. ?
- Online tutoring : who, how, when, why, how much ?
- Evaluation issues (students learning, self evaluation, formative evaluation of prototypes), How to ? What ? When ? Interface design, page layout, structure/amount of information, navigation, from a pedagogical perspective.
- Students characteristics : Multilevels of topic background, perspectives, language skills.
- Management of decisions and production within teams, and with CVS orientations.

Plan of action (Among the 5 steps of our global strategy)

- Web site available since Nov. 2001 and virtual learning community (Egroup) starting March 19th 2002.
- Work with projects at both levels :
 1. direct support to the projects (support tools and progression towards innovative practices),
 2. evolution of a vision/culture of ICT integration in online education.