

IntersTICES, a 3 years mandate for the pedagogical support and evaluation of the Roman projects of the SVC. <http://tecfa.unige.ch/proj/cvs/en/welcome.html>

Objectives and tasks

1. To provide pedagogical support to the SVC projects, mostly for the psycho-pedagogical aspects of eLearning;
2. To make an inventory of the projects' pedagogical practices, insisting upon the exploitation of the innovative and interactive potential of ICT;
3. To set the bases of an evaluation framework that would permit to assess the innovative nature of eLearning pedagogy, in collaboration with the national and international community.

These tasks are closely interwoven and feed each other as our activities evolve. However, support activities supply the other tasks with important and contextual data augmenting the ecological validity of our results. Our method combines research, action in the field and instructors instruction. In doing so, we want to take advantage of a combined research method providing realistic and rich data built from practitioners involved in real actions and to consequently have more chance to lead to significant impacts on both research and practices. In addition, our approach is participative. It is defined/adapted/carried out in collaboration with the actors of the projects. Projects' pedagogical choices are respected and together we are trying to push pedagogy a little further in the use of the ICT pedagogical richness. We initially proposed to the projects to start with the following 5-steps strategy:

- 1- First contact and orientation, negotiation of the actions and strategies;
- 2- State of the situation and needs analysis, interviews and analyses;
- 3- Specific support according to the needs identified by the project and the Tecfa teams;
- 4- Animation of a virtual community using a web environment;
- 5- Face to face activities with interested teams: workshop, etc., topics according to convergent interests and needs (ex. pedagogical innovation and eLearning; evaluation of students learning in a socioconstructivist setting, collaborative and reflexive tools in eLearning).

In harmony with the current domain literature, our early results suggest that the pedagogical support and evaluation of eLearning projects cannot be done taking into account the only pedagogical characteristics of the learning kit but need to be addressed from a systemic perspective. We have identified are trying to take into account the following dimensions: societal context, institutional context, actors (representations, attitudes, abilities, resources, experience/practice), learning environment (technology, pedagogy and development process).