

Knowledge Building Virtual Practica (KBVP) for Pre-service Teachers in a PDS Setting

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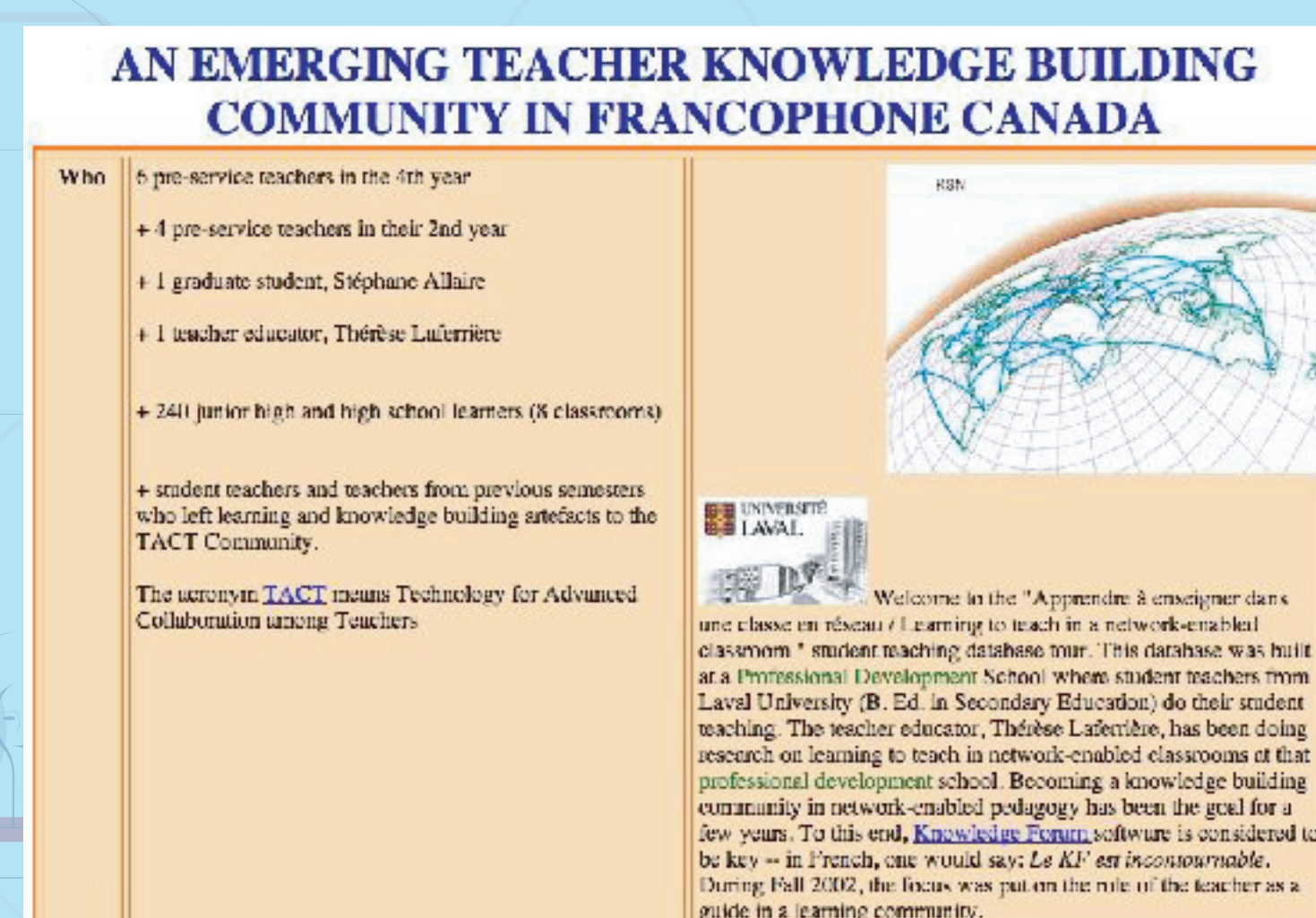


Design Research Objectives

- Better time management: To speed up the process of acquainting incoming pre-service teachers with an innovative context
- Progressive problem solving: To rise the bar from one year to another
- Knowledge work imperative: To prepare knowledge building teachers

Designing a Practicum: 4 components

Context

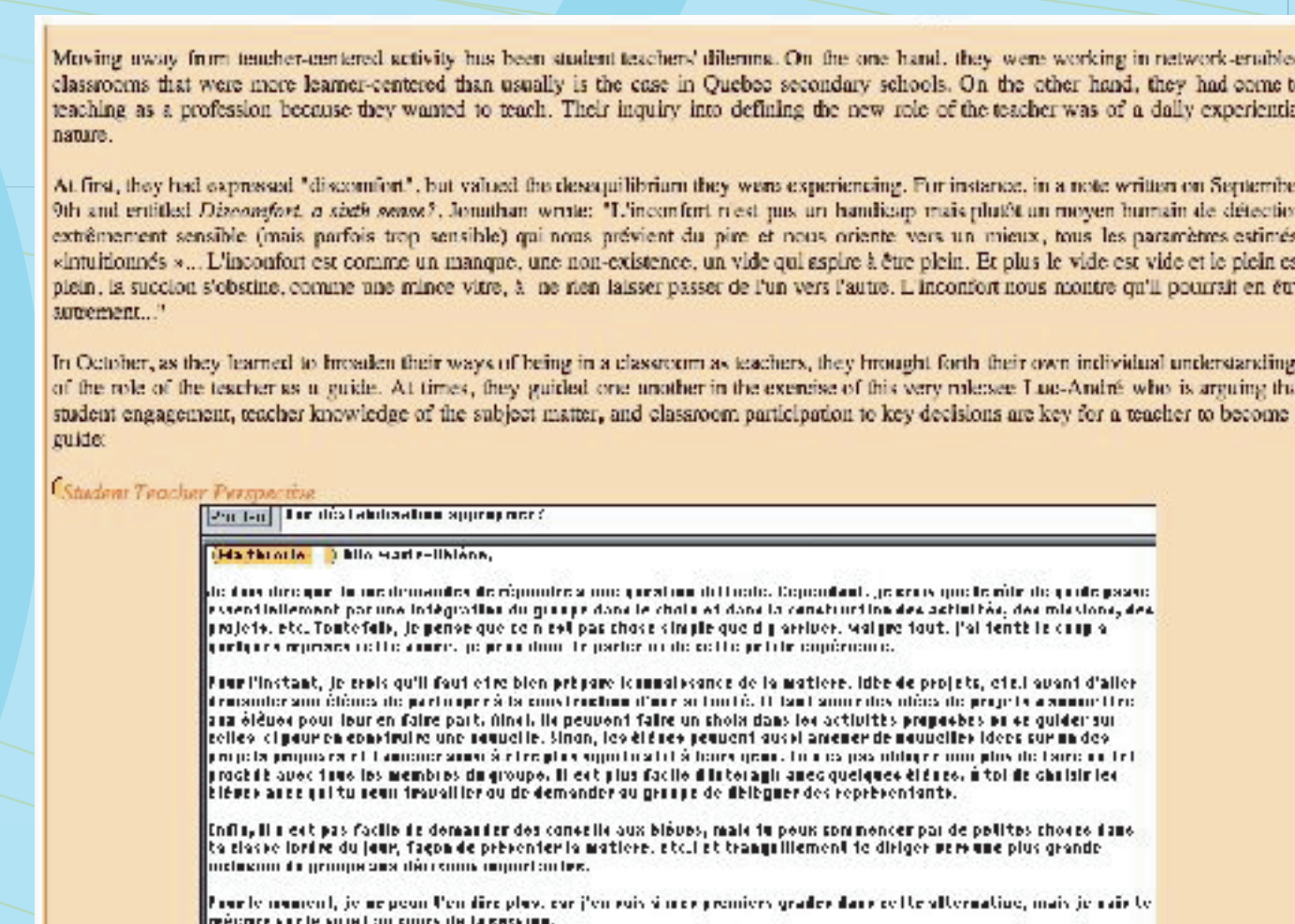
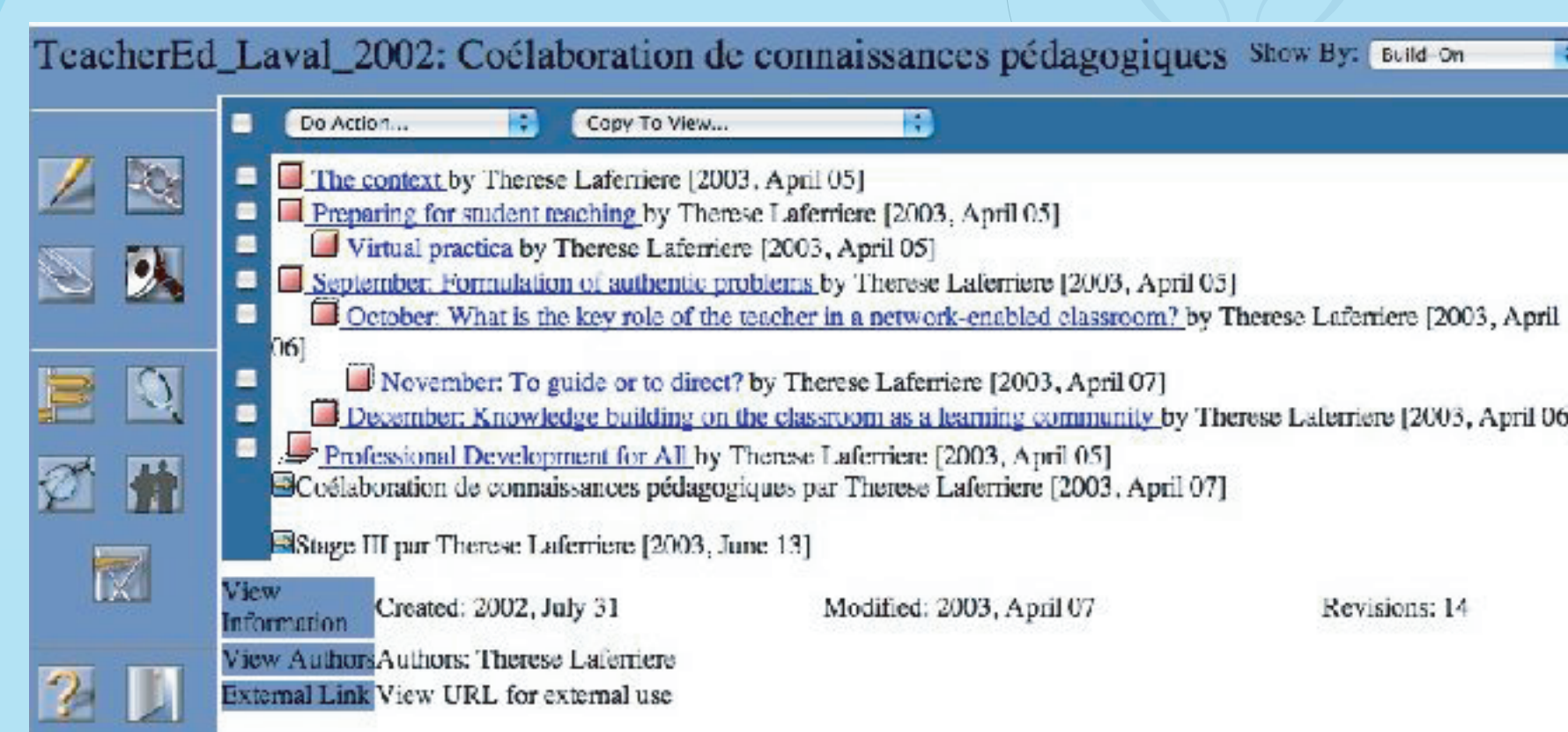


1. Knowledge Building Principles

2. Virtual tour

Reflection on the KBC's activity

Artefact exemplar



3. Individualized Assignments based on the following possibilities

- the student teacher is a newcomer into student-owned laptop classrooms
- the student teacher is intellectually oriented
- the student teacher is technologically competent
- the student teacher is not acquainted with the learning sciences

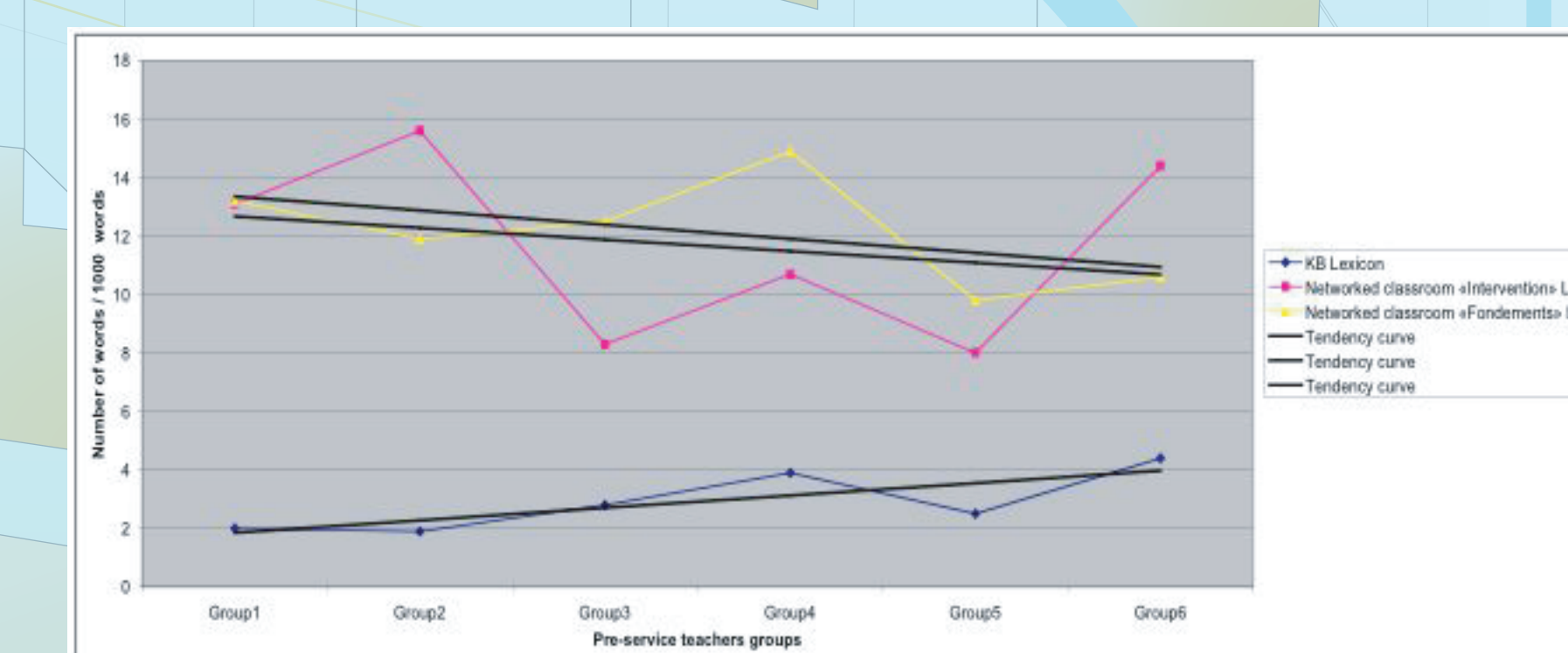
Results

Complex Problems Addressed by Pre-Service Teachers

- Classroom organization: When democratizing knowledge, how are expectations and norms built?
- Classroom teaching: How to identify student ZDPs? Does a group ZDP exist? Under which conditions?
- Student learning: When is a student surpassing him-herself?

Lexicon

Increase of KB Vocabulary Usage Over the Years in the Reflective/KB Environment (KF)



Future Research Steps

- To compare student teachers' knowledge building activity: experimental group (with KBVP) & control group (noKBVP)
- Vocabulary use of KB lexicon
- KB scaffolds at different times during student teaching (experimental and control groups)

4. Opportunities for reflectivity

