Knowledge Building Virtual Practica (KBVP) for Pre-service Teachers in a PDS Setting
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Designing a Practicum: 4 components

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

4. Opportunities for reflectivity

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

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)