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

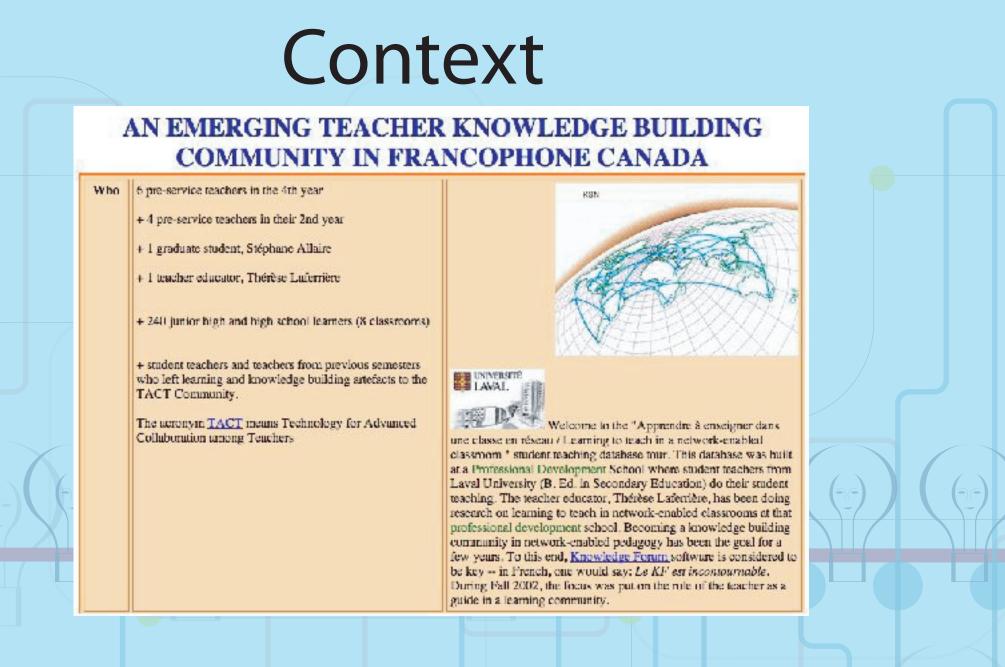
Stéphane Allaire

UNIVERSITÉ

Designing a Practicum: 4 components

Design Research Objectives

• Better time management: To speed up the process of acquainting incoming pre-



2. Virtual tour

Reflection on the KBC's activity

TeacherEd_Laval_2002: Coélaboration de connaissances pédagogiques Show By: Build On

Artefact exemplar

Moving away from teacher-centered activity has been student teachers' dilemma. On the one hand, they were working in network-enable classrooms that were more learner-centered than usually is the case in Ouebec secondary schools. On the other hand, they had come t

1. Knowledge

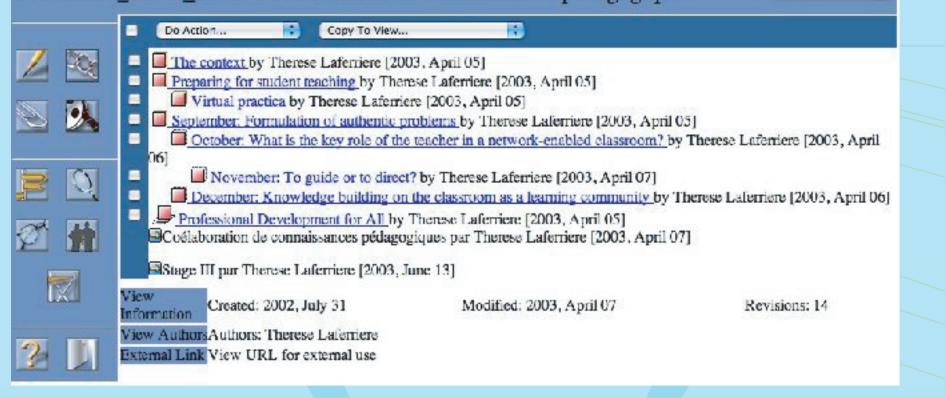
Building Principles

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

Complex Problems Addressed by Pre-Service Teachers

- Classroom organization:
 - When democratizing knowledge, how are expectations and norms built?



knowledge of the subject matter, and classroom participation to key decisions are key for a teacher to become

ache	r Perspe	aŭse
	200,1-0	A or this balance allow appropriate (

a est pas facilie de domander dos consello aux biéves, mais fu poux commoncer par de polites chooco-

e nument, je ne peon l'en dire pluy, car i'en suis à nes premiers grades dans cette alternative, mais je pair

3. Individualized Assignments based on the following possibilities

• the student teacher is a newcomer into student-owned laptop classrooms

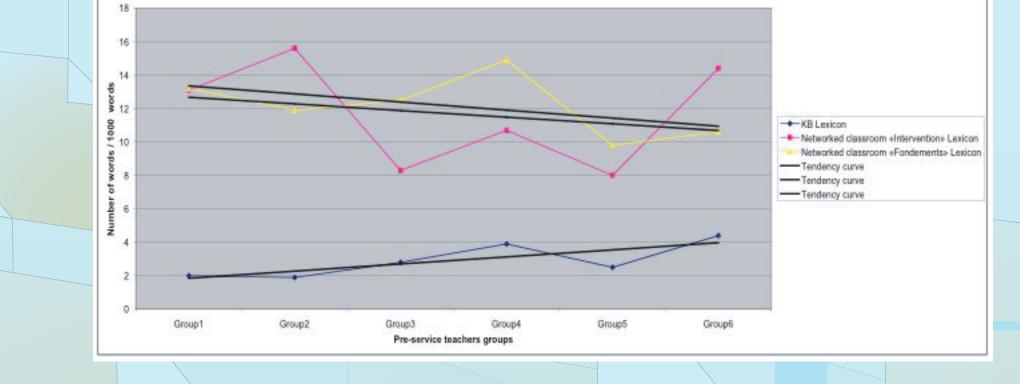
- the student teacher is intellectually oriented
- the student teacher is technologically competent
- the student teacher is not acquainted with the learning sciences

Classroom teaching: How to identify student ZDPs? Does a group ZDP exist? Under which conditions? • Student learning: When is a student surpassing him-herself?

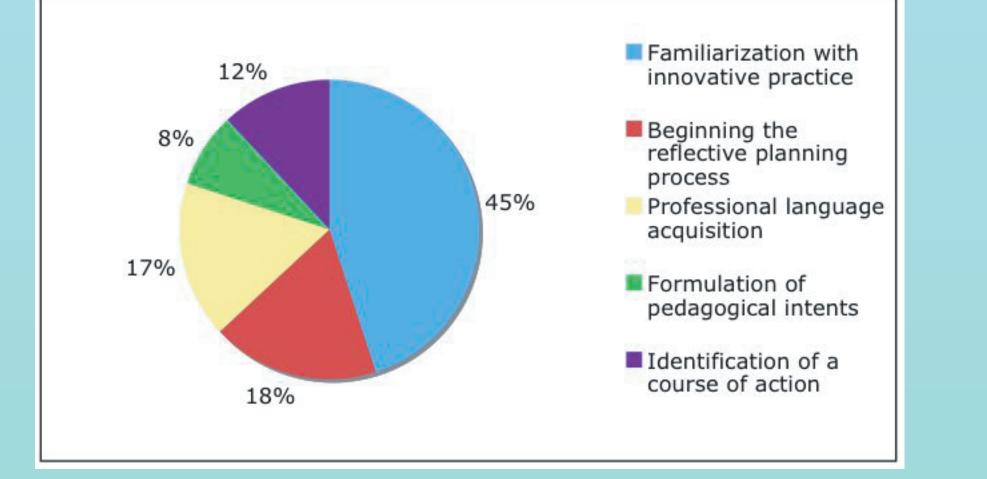
Lexicon

Results

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



4.Opportunities for reflectivity



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)