

8. COLLABORATIVE LEARNING

The following observations can be made:

- ICT Learning environments promote effective learning.
- ICT learning environments can be used both in dedicated laboratories, in conventional classrooms and at home.
- Both students and teachers require training in the use of ICT learning environments so they can be used to full advantage.
- More social teacher / student interaction is needed for effective learning.
- Teachers and students should spend more time together on tasks / activities.

Recommendations on the basis of these observations are:

- Integrate ICT learning environments into course design.
- Design learning activities for use in laboratories and at home.
- Provide close articulation of course materials.
- Learning activities must be effectively guided.
- Provide introductions and constant follow-up, as well as new materials.
- Ensure the focus is more on learning than on visual materials and the technology itself.
- Prepare learning materials as an enhancement, not as a replacement.
- Be prepared for questions that will be asked by the learners.
- Promote effective time management among teachers and students.
- Reserve extra time for ICT learning environment related tasks and activities.

Acknowledgement

The above is based on the report of the SEC III Working Group on ICT learning environments. Participants were: Hélène Godinet (Chair), Guido Rößling (Rapporteur), and Christino Carbonell.

Published on pages 82-83 in "Informatics and the Digital Society - Social, Ethical and Cognitive Issues", edited by Tom J. van Weert and Robert K. Munro, Kluwer Academic Publishers, 2003. ISBN 1-4020-7363-1.