

The open space for learning and collaboration



The project is developed to see how it is possible to use ICT to fulfil the goals in The National Curriculum for teacher education.

The primary focus is *learning*. How do ICT influence learning and the learning environment for the students? Will ICT change the students learning strategies and if so, in which way?

What didactical consequences will there be with ICT as a central part of the teacher education? How will ICT change the teacher and student role in the learning process?

The students we work with are normally on campus. How can we use ICT in a rational way having the students on campus. Much of the experiences so far have been with students off campus.

What kinds of qualities can be developed in the teacher education with a more integrated use of ICT? What will we lose by prioritising ICT? What is the cost and benefits, - specially regarding to the time spent for both teachers and students?

It is also a goal for the project to develop a way of assessing which in a better way corresponds to the theoretical platform of the project and the curriculum in the Norwegian teacher education.

Portfolio assessment is a part of this assessment strategy.

The project involves all the subjects/courses in the teacher training education. Pedagogic is playing the connecting part between the subjects and the persons involved.

The project try to use ICT to develop a collaborative learning environment which also involves teachers and students in the primary and secondary school. There are 2 secondary and 4 primary schools with 11 teachers involved. Therefore we have used quite a lot of resources to discuss and develop both our common understanding of the theoretical platform and our technical skills.

Some of our best experiences so far have been the positive effects of a common need and search for new technical competencies and a common theoretical understanding working with ICT as a tool for learning. This process has involved both the teachers at the college, the primary and secondary school teachers, and to some extends the students.

Another part of the project is to develop an organizing platform for the teacher training school. What consequences have ICT regarding to how we are organizing the training and our work at the college?

The project has a plan for evaluation, which involves extern evaluation. We have already started inquiry regarding the student's motivation for the teacher training study, their attitudes to technology and their learning strategies

We try to develop a common 'ICT room' for cooperation and collaboration both physically, electronically and didactically.

Physically it means to have a room provided with hardware that makes it possible to use ICT as a tool in a collaborative learning environment.

Electronically we try to develop software, which support our goals and theoretical learning-platform set up for the project.

And most important important, we try to develop a didactical understanding and praxis which hopefully will make us able to send better teachers from Bergen University College to the primary and secondary schools in the area.