

**First reference system for knowledge associated
with the individual skills and organizational capacities
required for ICT-supported teamwork involved
in distance education for teachers and Francophone
school management**

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Summary

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Summary

Background

The great challenge in education is ensuring that everyone has the means to acquire, transform, use and communicate knowledge. In a country like Canada, where numerous Francophone communities are located some distance from the major centres, the quality of distance and on-line education (DOE) becomes an important issue. Furthermore, as school management and Francophone teachers evolve to reflect Canada's ethnelinguistic development, it is crucial that they be properly equipped not only to be able to solve problems as they arise, but even more importantly, to be able to establish leadership practices that foster the full development of students, and indeed, the school team. Therefore, the DOE courses they take should allow them to acquire the maximum of knowledge so they can establish and consolidate their professional networks.

Goal and Objectives

It is essential to assess how adult learners organize themselves, function, and evolve when performing different learning activities involved in DOE, such as case studies, group decision making, and problem solving, in order to work together and effectively and efficiently achieve the pedagogical objectives. In fact, it is important to identify the skills they need in order to facilitate their learning when working as part of a team or even to increase their retention rate when engaged in distance education. More specifically, this research project has three objectives.

- 1- First, it seeks to inventory the skills required by adult **learners** to work together and attain the work objectives.
- 2- Second, the research project is intended to inquire into the key **organizational** capacities required to support the teamwork of adult learners and the teaching of instructors through DOE.

- 3- Third, our project proposes to write, evaluate and disseminate a first reference system on the knowledge associated with the individual skills and organizational capacities for ICT-supported teamwork.

Results

The data from the final evaluation of the Reference System (Version 3) indicate that overall, students indicate that they learned from the four guides. Nevertheless, despite the fact that they claim to put some principles of the guides into practice more than others, the students do indicate that the guides helped them to achieve the required work objectives, and that they were highly useful for their distance education.

The results from the evaluation of the four associated activity processes reveal that the students mainly learned how to organize working meetings. The activities involved in establishing governance of the virtual team were put into practice and enabled the students to achieve the work objectives in a more sustained fashion. Finally, the students found the process and activities allowing for the appointment of a coordinator very useful.