

Collaborative computer-supported writing activities to foster professional procedures learning in vocational education

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Founded by the Swiss Federal Office for Professional Education and Technology, the Dual-T project aims at developing technology-enhanced learning designs that will help to reinforce the articulation across the different training places in vocational education.

Our general working hypothesis is that collaborative writing activities about professional experience can support the apprentices' domain knowledge and skills acquisition, as well as help them integrate the content studied in school with the actual practice at the workplace.

In this paper, we present the technological aspects of the design as well as the results of a study carried out with dental care apprentices involving collaborative descriptions of procedures.

The results provide useful information concerning the feasibility of the learning design. The adopted and customised platform (ELGG) proved to be appropriate in supporting collaborative writing to learn activities of the study we conducted. The collaborative design we implemented successfully fostered knowledge sharing and building within the population and furnished us valuable information for future design of this type of activities.