

“Let’s Write Together”: Computer Supported Writing To Learn In VET

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In vocational education, while apprentices receive similar trainings in the school, there is a huge variation in the training they get on the field, depending on the companies in which they work. Each apprentice encounters only a fraction of the experience spectrum he or she could encounter. The aim of the Dual-T project, founded by the Federal Office for Professional Education and Technology, is to develop computer-supported learning design to help articulating the school and the workplace training. In this paper, we present three studies investigating how computer-supported collaborative writing activities can promote experience sharing and reflexive professional development.

The first study investigated the impact of punctual peer writing activities on comprehension of professional procedures. The results showed that learners interventions were valuable and improved the quality of the texts produced about the procedures. The following two studies are still in progress so we mainly focus on design description and objectives. These studies continue the research by bringing a long-term approach of collaborative writing-to-learn activities and shaping similar computer-supported scenarios. The analysis and results will soon be available.