



Track 1: Pedagogy and assessment.

Title of paper

Name of presenter(s)

Revisiting cones (learning and input) to best tackle DL courses. Herve Thily

In view of E. Dale's Cone of Learning (1969) and adding D. Richardson's original contribution regarding CMC (The "Cone of Input", 2006), a meaningful combination emerges and may account for the e-training's impact on distant students offered internet-delivered courses and telepresence services.

Merging effective use of bandwidth with actual activity of e-students highlights a striking similarity underpinning genuine personal involvement in DL courses and services, especially when face-to-face activities, collaborative workshops and shared application features are resorted to in tutor-learner or peer-to-peer relationships.

Assuming Edgar Dale's "doing the real thing" is the ultimate target in the internet-delivered training when implemented through a shared application activity, one should then consider the necessity of providing student teachers with a specific training to speed up their digital literacy and the subsequent knock-on effect of the use of ICT with their own pupils and students.

It may also seem most appropriate to call for the creation of a consortium of institutions with two distinctive goals :

1/ conduct and assess this type of activity on a significant number of students on a global scale

And

2/ foster this type of innovative practice in a genuine multinational, multilingual environment for pre-service and LifeLong Learning (with a special emphasis on the acquisition of ICT skills in a foreign language environment