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**ABSTRACTS**

Edited by

**Lucia Mason, Silvia Andreuzza, Barbara Arfè and Laura Del Favero**

Paper Presentation

## **GOOD TEACHING AND GOOD TEACHERS**

Chair: Theo Bergen, University of Nijmegen, the Netherlands

*New learning and the arrangement of learning environments by secondary teachers*

Jos de Kock, University of Nijmegen and KPC Group, The Netherlands

Peter Slegers, University of Nijmegen, The Netherlands

Rinus Voeten, University of Nijmegen, The Netherlands

In this study a new classification scheme of learning environments in secondary education is presented, which means a descriptive scheme of 14 types of learning environments that covers existing and theoretically possible learning environments in schools. To construct the classification scheme, recent literature on 'new learning' is discussed and existing classification schemes of learning environments, published in the last five decades, are reviewed. The classification scheme is based on three aspects: (a) learning goals, (b) the division of teacher and learner roles, and (c) the roles learners have towards each other. It is argued that the classification scheme can be used for two goals: First, as a tool for teachers in secondary education to design and evaluate their learning environments; and second, as a research framework for a next generation of process-product research. The special purpose of the paper session is to discuss this classification scheme of learning environments.

*The role of self-efficacy beliefs in the adoption of pedagogical innovations by prospective teachers*

Thierry Karsenti, University of Montreal, Canada

Gilles Thibert, University of Montreal, Canada

Carole Raby, University of Montreal, Canada

Stephane Villeneuve, University of Montreal, Canada

The focus on information and communication technologies (ICTs) in education has shifted towards curriculum integration. Consequently, teacher education programs need to prepare new teachers to use ICTs in their teaching. The goal of the present study was to understand, empirically, the impact of self-efficacy beliefs (efficacy expectations and outcome expectations) on the use of ICTs by prospective teachers during their field practice. A questionnaire was administered to 6987 prospective teachers in Quebec (Canada). Interviews were also carried out with 32 participants. Statistical analyses were conducted in order to assess the impact of self-efficacy beliefs on the use of ICTs during the practicum. Our results show a strong relationship between the belief structure of prospective teachers and their behavior (use of ICTs during their practicum, even when they encounter various problems). These findings could have important implications for teacher education programs, teacher trainers, universities, school principals, school districts and policy makers.

*The new teachership - The pragmatic constructivist perspective on teachership*

Kirsi Pyhältö, University of Helsinki, Finland

According to the pragmatic constructivistic learning theory, learning is the most important coping mechanism of human being both from a biological and from a social point of view. Learning is an