Teams construct knowledge during project-driven social interactions

# Keywords

* Teams knowledge during project-driven social interactions
* knowledge construction
* project-driven
* social interactions
* curriculum

# Details

## Year

2014

## DOI

https://doi.org/10.1075/ds.24

## Issued

2004

## Language

English

## Volume

24

## Start Page

## End Page

## Editors

Feller, S., Yengin, I.;Yengin, I.

## Authors

Laouris Y.

## Type

Book chapter

## Book title

Educating in Dialog: Constructing Meaning and Building Knowledge with Dialogic Technology

## Publisher

John Benjamins Publishing Company

## Topics

* Learning
* Literacy and skills
* Wellbeing
* Digital and socio-cultural environment
* Researching children online: methodology and ethics

## Sample

Based on 20+ thousand children aged 5-15 attending afternoon classes at a chain of IT learning centers called CYBER KIDS in 7 countries in the 90s.

## Implications For Parents About

Parenting guidance / support

## Implications For Educators About

## Implications For Policy Makers About

Other

## Other PolicyMaker Implication

Opportunities of the use of technology in the classroom

## Implications For Stakeholders About

Researchers

# Abstract

The educational model of the twentieth century has become obsolete partly because we did not pay enough attention to facilitating interaction and col- laboration between learners and partly because it has been rendered irrelevant to real life. The replacement of the teacher-centered paradigm with the child- centered paradigm is not a sufficient condition for promoting collaboration, and it does not, by itself, encourage more interactions between individual learners. Interactions require structured methodologies, and collaboration requires a purpose. In this chapter, we highlight how a project-driven construction of knowledge is achieved when (1) projects are socially relevant, (2) projects are carried out as group activities, (3) technology serves to create the learning space, and (4) structured methodologies facilitate meaningful, well-organized interactions between the members of the project team.

# Outcome

The chapter highlights how a project-driven construction of knowledge is achieved when (1) projects are socially relevant, (2) projects are carried out as group activities, (3) technology serves to create the learning space, and (4) structured methodologies facilitate meaningful, well-organized interactions between the members of the project team. The authors propose an innovative model for designing constructivist problem-solving-based lesson plans and projects (CYBER Institutes 1993) using a template structure. They coined the term Knowledge PacketTM to describe the intermingling and superposition of different descriptors, dimensions, and educational objectives and targets within a single educational object. Their specification emphasises: (1) linking to society using extracurricular activities, (2) activities that require team collaboration, and (3) mental development. The requirements imposed linking educational activities in school to the outside world which was considered a great innovation in the early 1990s. They conclude stating that today, it is not simply relevant but obligatory that schools open their doors (not necessarily voluntarily) to the outside world.