

DESCRIPTION / OBJECTIFS DU PROJET

A number of researches in cognitive psychology have made persuasive arguments in support of the position that student learn new knowledge based on their prior knowledge (Kendeou & Van Den Broeck, 2007 ; McGee & al, 2008). Cognitive psychologists define learning as a change *"in the way a person thinks, reasons, believes, and processes information, in part, by expanding or altering the individual's existing knowledge base"* (Alexander, 2006, 123). Based on the exploration of student's models and explanations of phenomena in the areas of astronomy, mechanics, and thermal physics, Vosniadou (Vosniadou, 2002, 2003, 2005, 2007a, 2007b) has designed a theoretical framework, the conceptual change theory (CCT), to explain how infant learn new knowledge about scientific concepts based on their prior knowledge through mental models and naïve theories.

Virtual reality (VR) is a technology that has become popular in recent years. VR technology has been successfully employed in educational applications and is at the core of what is known as Virtual Reality Learning Environments (Pasco, 2013). The goal of Virchange was to develop a prototype of VRLE based on the conceptual change learning theory principles.

TRAVAIL EN COURS ET RÉSULTATS OBTENUS

PARTENARIAT(S)

Lab-Sticc CNRS UMR 6285

DURÉE

2013 - 2014

FINANCEMENT

Subvention « Bonus Qualité Recherche » - UBO

MONTANT

15 222 euros

CHERCHEURS ET PERSONNELS IMPLIQUÉS

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