

**LEARNING THROUGH SHARING :
OPEN RESOURCES, OPEN PRACTICES, OPEN COMMUNICATION**

**From the shared creation of online resources to their local appropriation:
a case study**

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Abstract

Sharing resources questions the capacity of different institutions to collaborate in a meaningful way. Different steps in the process are to be taken into account as we contend that teaching resources, despite their intrinsic qualities, can remain unexploited if their potential is not (1) enhanced by a teaching scenario - thus requiring the inclusion of resources within a proper learning environment and (2) acknowledged by individual users and institutions.

The present contribution proposes to study both the development of online resources, the challenges that are posed once the created resources are meant to be used by partner institutions, and the ways they can be integrated into the local contexts, which is a required condition to consider the resource to be fully shared. In order to distinguish phases and determine the necessary steps to be respected for a successful sharing, we will rely on the analysis of the development phase, the sharing phase (Guichon & Rivens Mompean, 2006) and the analysis of use in context (Rivens & Guichon, 2009).

Indeed, as Rabardel (1999) has pointed out, it is crucial to envisage any given artefacts as "instruments" that are conceived both "as psychological and social realities", which therefore requires to account both for the process of development and that of appropriation. The process of appropriation will be examined through the Rabardelian concept of "instrumental genesis" which "encompasses both the evolution of artefacts as the user's activity unfolds, and the building of utilization schemes, both of which participate in the emergence and development of an instrument" (Rabardel, 1995).

Taking the example of an online learning environment (*Virtual Cabinet*) originally designed for the learning of English (Guichon, 2006), this contribution explores the way a local innovation developed in a contextualized research-and-development framework can turn into an institutional learning environment adapted to the needs of other universities (*Cooplant*).

Four aspects related to creating, sharing and disseminating resources will be particularly discussed:

- the necessity to respect, at the designing stage, certain norms in order to permit the exportation of a given online learning environment to other contexts and the need to follow a certain number of phases that allow for its normalization (Bax, 2003) ;
- the "resemiotisation" process undergone by the original scenario when adapted to different languages (Spanish, German, French and Italian in the case of the *Cooplant* project) by the new partners ;
- the dissemination process and the subsequent network created around the shared resources, pertaining to its symbolic appropriation ;
- the local teaching practices that are implemented, a final indication of the process of appropriation.

This analysis will thus contribute to describe regular phases of dissemination that can be reproduced in future similar situations, in order to develop more efficient processes when sharing is at stake.