ICT must be a key in school performance as based problem solving in the teacher training curricula in a constructivist way helped student-teachers to recognize its pedagogical potential for school learning. Although there were some failures in the students’ work and misunderstandings were noticed in a few cases, the whole project seems to have had a significant impact on the majority.

This impact included familiarization of the students with the constructivist learning spirit and concrete personal experience of an exploratory and constructivist learning that can inspire their future teaching methodology and convinced them to use computer as a constructivist learning tool.

 The added educational value of this project concerns not only the advancement of the teachers’ technological culture but also (and more importantly) the development of a constructivist pedagogy that can be applied with computers as learning tools in real classrooms. The evidence coming from the two course participants, who applied and evaluated the methodology in classroom with positive results, provided encouraging indications that students became capable of applying the methodology they had learnt in real classroom settings. The monitoring of a long-term impact on student-teachers’ future teaching p