Learning resources are often reduced of content produced by trainers or competent person in destination to learners. Whether written elements or more dynamics ones like videos, the source - namely the creator - is rarely available to give help when the student is encounter difficulties. If the e-learning structures have advantages compared to classic structures (more time and location liberty), they create aloneness (Charlier et al., 2006).

MOOC and thus Open Source E-Learning structures try to deal with this question providing forums and cross works. Institutions use some process sometimes efficient that combine distance access to information for self and presence collaborative work; flipped classroom is a current example.

The collective validation of skills is born step by step on the way of skills trees (Authier & Lévy, 1999) and learning by teaching movements (Ruffieux, 2016). The approach is to offer a platform where the students take over the knowledge proposed by teachers insomuch they become experts and can come up with their own content and mostly sustain their peers. Such contents are attached to the debates in such a way that the discussion is part of learning process as it boosts participation and avoids loneliness.

**Sqily** was built in 2015 after ten years of various experiments. I propose to show you the use made at the HEP Vaud for initial teacher training.
Each learning community builds its skills tree from knowledge determined by the trainers. The learning contents are proposed inside to allow self-study. In the first phase, the students can therefore check their acquired experience and validate using a test called "patent" whose transmission and exchanges are facilitated by the structure. The newly recognized expert and assumes the role of teacher in the validated competence. He will provide support, content that it deems interesting and create a patent to check the skills of its peers.

This procedure contains the three basic psychological needs (Deci & Ryan, 1985). The need for competence, its status as an expert, the social proximity required by the pressure and interactions and the need for autonomy since learning elements are freely chosen.

This freedom and that framework can be still confusing and training must offer a learning scenario with a proposed way, some specific activities and a global final production. Thus, we believe that making everything online is not viable and the people need presence and support. Blended learning offers these meetings (optional workshops, seminars) and a final production that articulates skills worked and gives meaning to learning.

Bibliographie succinete :