

Workshop #3B

METHODS FOR ASSESSING EDUCATIONAL POLICIES AND PRACTICES

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Societal problem

Topic

- Adequacy between **game** and **formal education**
 - Playful teaching practices
 - In the primary education
 - In the French Community of Belgium

Why ?

- Despite there is **no “game pedagogy”** (Brougère, 2005) ...
- ... there is a **diversity of practices** in the classrooms of my study area

/!\ The role of digital technology in playful teaching practices

- Evolution of the teaching profession with the **expansion of Information and Communication Technologies (ICT)**
 - Is this evolution of practices reflected in the way teachers integrate playful media in their classroom ?

Research question

Central question

- How do primary teachers integrate **playful media (i.e. media with the characteristics of the game)** into their **teaching practices**?
 - Objects and practices

1/ The “game” through five characteristics (Brougère, 2005)

- A **second-degree activity**: the game is a situated practice in a certain time and space.
 - The **player's decision**: the game is a free access activity and an activity that involves a player making decisions.
 - The **rule**: each game has rules that players must comply with.
 - The **frivolity**: the game has no real life consequences.
 - The **uncertainty** of its outcome: it depends on the decisions taken during the game.
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- **The game as a diversity of activities taking place on a variety of media (i.e. digital or not).**

Research question

Central question

- How do primary teachers integrate **playful media (i.e. media with the characteristics of the game)** into their **teaching practices**?
 - Objects and practices

2/ The “teaching practice” as ...

- ... the practical work of the teacher **during school time, in the classroom** and **in attendance of the pupils** (Deaudelin *et al.* in de Saint-André, Montésinos-Gelet & Morin, 2010)
- It has three phases (Bressoux in de Saint-André, Montésinos-Gelet & Morin, 2010)
 - **Pre-active**: the planning time before directly teaching to pupils
 - **Interactive**: the teaching time in the classroom in attendance of the pupils
 - **Post-active**: the assessment and feedback time

Research question

A twofold objective

- Determining the **nature of playful media** used in the classroom
 - **Quantitative** phase
 - Exploring the **uses of the playful media** in the classroom
 - **Qualitative** phase
- These two phases will be articulated in an **inductive approach**.

Research method

1/ Online survey

- Fulfilling the first objective
 - Determining the **nature of playful media** used in the classroom
- Answering two questions
 - What **types of playful media** are used by primary school teachers?
 - What is the **role of digital technology** in the playful practices of these teachers?
- Obtaining possible answers on the teacher's approach in terms of ...
 - **Media education** (education through the media and/or education about the media)
 - **Instrumental genesis** (instrumentalization processes and/or instrumentation processes)
- Establishing different profiles of teachers
 - Conducting a **cluster analysis**

Research method

2/ Transition from the quantitative to the qualitative phase

- a) **Pre-selecting** three voluntary teachers for each of the different established profiles
- b) Conducting a **semi-directed interview** with each of the pre-selected teachers
 - **Representativeness**
 - **Availability**
 - **Motivation**
- c) **Selecting definitely** about ten teachers that are representative of the different established profiles

Research method

3/ Multiple-case study (for one school year)

- Fulfilling the second objective
 - Exploring the **uses of the playful media** in the classroom
 - Answering two questions
 - What are the **effects intended by teachers and perceived by pupils** during learning sequences using playful media?
 - What are the **barriers and facilitators** to using these media in the classroom?
 - Determining ...
 - **How teachers use playful media** in the classroom (media education)
 - **How teachers appropriate, and maybe transform, a playful media** in order to use it as a learning instrument in the classroom (instrumental genesis)
- Different types of observations and interviews

Research method

3/ Multiple-case study (for one school year)

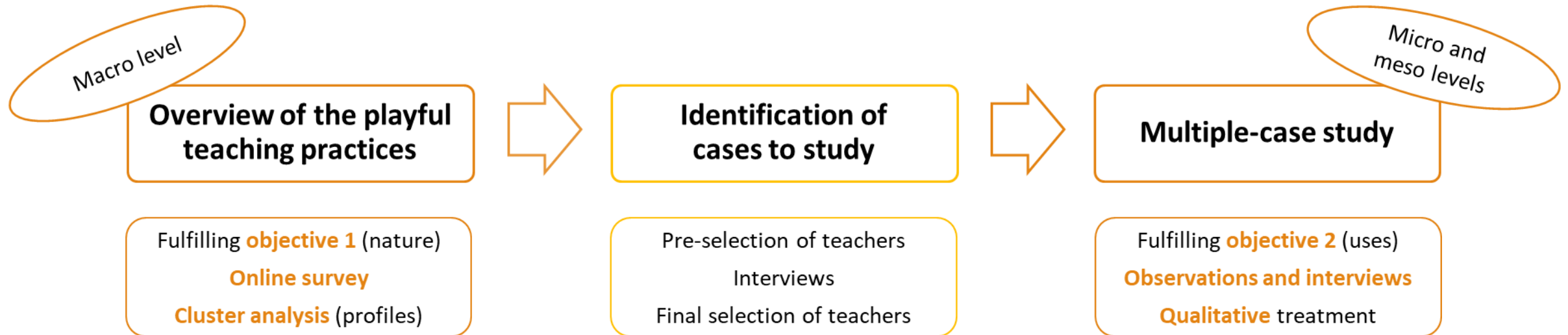
- a) Different types of observations in the classroom
 - **Systematic observation**
 - **Electronic observation** (de Saint-André, Montésinos-Gelet & Morin, 2010)

- b) Different types of interviews with teachers and pupils
 - **Semi-directed interviews** with teachers
 - **Self-confrontation interviews** with teachers (Theureau in de Saint-André, Montésinos-Gelet & Morin, 2010)
 - **Focus groups** with pupils

- c) Interviews with contextual actors
 - **Semi-directed interviews** with some educational, institutional or associative actors

Research method

- Conclusion -



Questions

I ask myself ...

- Is the way I see the transition from the quantitative phase to the qualitative phase **realistic**?
 - Will I have **enough** volunteer teachers to pre-select three **potentially representative teachers** for each of the established profiles?
- To what extent will **my presence in the classroom** influence the teachers' behaviours or the pupils' behaviours?
 - How can I **minimize the influence** of my presence in the classroom?



***Thank you for
your attention !***

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