RE(S)SOURCES 2018 INTERNATIONAL CONFERENCE

UNDERSTANDING TEACHERS' WORK THROUGH THEIR INTERACTIONS WITH RESOURCES FOR TEACHING

Analyzing teachers' work with resources - Methodological issues

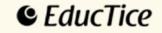
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Methodological issues:

- 1) How to analyze teacher interaction with resources 'as a whole'?
- 2) How to analyze the structure of the resource system?
- 3) How do teacher resource interactions take shape according to teaching contents and levels?
- 4) How to study, in the long term, the evolution of teacher resource interactions?

How to analyze teacher interaction with resources 'as a whole'?

General:

- There are always interactions with a 'third party': the researcher has to take into account the role of others (e.g., other teachers, students)
- Keep in mind that some agents give agency to the resource itself (not only the teacher-resource interaction)

How to generate data on teacher-resource interactions:

- Mapping representation of resource system (see Bifano; Rocha), Mapping representation of documentational trajectories (see Rocha)
- Reflexive investigation: observation of preparation activities at home (more authentic but illusion of transparency?)

How to analyze the structure of the resource system?

General (This is a complex question):

- Identify the crucial resource in the system (e.g., textbook) (see Glasnović Gracin & Jukic Matic; Courtney)
- Connectivism consider the resources in terms of the agents (e.g., teachers, trainers) (see Taranto, Arzarello, & Robutti)
- Affordances and constraints of the platform used (see Abar; Taranto, Arzarello, & Robutti)

Challenges developing a meaning for 'structure':

- Physical or material structure
- Presentational structure
- Both
 - Nonlinear, dynamic, and complex challenges of the planning process

How do teacher - resource interactions take shape according to teaching contents and levels?

General:

- Coherence of resources proposed by the researcher (tension with teachers' ways of operating) (see Aldon, Font, & Gardes)
- Future research should highlight teacher-resource interactions shaped by content

How to study, in the long term, the evolution of teacher - resource interactions?

General:

- Evolution in the long-term can be overtaxing, the researcher must make methodological choices:
 - Observe formative assessments (see Umameh)
 - Observe one class of situation (see Rocha)
 - Researcher proposes a set of situations from which the teacher was asked to choose one (see Georget)

Potential for Researcher to notice evolution between reflective and inferred

- MOOCs (Massive Open Online Courses) (see Taranto, Arzarello, & Robutti)
- Formative Assessments (see Umameh)
- Observe one class of situation (see Rocha)