

# RE(S)SOURCES 2018 INTERNATIONAL CONFERENCE

UNDERSTANDING TEACHERS' WORK THROUGH  
THEIR INTERACTIONS WITH RESOURCES FOR TEACHING

## Analyzing teachers' work with resources - Methodological issues

Working group 2  
Coordination

Catherine Loisy, Hussein Sabra, & Scott Courtney



- **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 documental 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)