Pedagogical corpora as a means to reuse research data and analyses in teacher-training

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Approaches to teacher-training

- Authentic situations, multimodal materials
- Classroom video footage
  - Physical education (Roche & Gal-Petitfaux, 2012)
  - Educational sciences (Miller, 2009)
  - Mathematics (Santagata, 2009; Star & Stirkland, 2008)
- Video libraries – ViSA, *Inside Teaching, NeoP@ss*
- Stand alone resources / Accompanied by other ‘records of practice’ (Hatch & Grossman, 2009)
Video footage + Records of practice

- Records of practice:
  - Raw materials (curricular student work, course planning, instruction & assessment resources)
  - Research materials (interviews, notes, commentaries)

- A sense of what the classroom video might fail to capture
- Data for shedding light on the wider context in which a lesson or learning sequence is situated

“overarching purposes, histories, and long-term relationships invisible in daily interactions”

(Hatch & Grossman, 2009:70).
Example – Inside Teaching corpus
- http://insideteaching.org

Learning from our conversations in English: Using video in the bilingual classroom as a tool for reflection on English language learning and teaching

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How do conversations between students support English language learning?

- multimodal resources
- description of teaching context
- description of inquiry context
- teacher reflective discussion session (research materials)
- class materials (raw materials)
Example – Sports teacher training


- links to research articles
- written analysis
- online course includes raw materials
  - lesson videos
  - photos
- access to ‘expert’ points of view on data
Approaches to teacher-training in CALL

• How to reuse data and analyses in ways that bridge the researcher-teacher gap? (Colpaert, 2013)

• Guichon & Hauck (2011) :
  ▪ Confrontation with research findings
  ▪ Action research
"A LETEC corpus collects in a systematic and structured way all the data from interactions which occur during a course which is partially or entirely online. These data are enriched by technical, pedagogical and scientific information as well as information about the participants and are organized to allow contextualized analyses to be performed." (Mulce-documentation, 2013)
Pedagogical Corpora

- Carefully documented and selected materials from online situations built on multimodal materials & records of practice / research data
- Leads identified in research analyses
  - Enhancing online interaction
  - Enhancing online interaction management
  - L2 communication
- Accompanied by structured training tasks
Open Access

- [http://lr1-diffusion.univ-bpclermont.fr/mulce2](http://lr1-diffusion.univ-bpclermont.fr/mulce2)
Example pedagogical corpus

- LETEC of the online course CoPéas (Communication pédagogique en environnement orienté audio synchrone)
- Master’s course in Distance learning
- English for Specific Purposes (Educational sciences)
- 10 weeks, 8 x 60min online tutored discussions Lyceum
- 14 students (A2, B1-B2), 2 native tutors (1 who had never taught online)
- Task = Produce a guide for creating an educational website
Teacher-trainee need identified

- Foster the writing of teaching journals – reflective practice

- One-sided view of the course situation
- More objective standpoint –> confront journal with other perspectives
Resources in pedagogical corpus

- Selected parts of the LETEC corpus
  - Extracts of interaction data (video, audio)
  - Student questionnaires
  - Extracts of post-course interviews
- Research article (Lewis, 2006)
  - Tutor’s diary
Tasks

- Multi-perspective data embedded into sets of collaborative activities
- Instructions, timing guidelines, grouping, resources
- Completed online or face-to-face

Sample task – tutor’s impressions of course

1. Read the tutor’s journal
2. Note down:
   - Positive impressions of course and reasons given
   - Negative impressions and reasons
   - Things tutor would have done differently
3. Identify recurrent themes under three headings.
4. Compare notes with partner.
Sample task – students’ impressions

Resources: Students’ post questionnaire & students’ reflective reports

Task:
1. Find statements that:
   - support the tutor’s impressions
   - oppose the tutor’s impressions

3. Identify the aspects for which the tutor and student viewpoints differ.

4. Be prepared to present your findings to the class.
Objectives described

- Reflective teaching journals pedagogical corpus (Wigham & Chanier, 2013)
  - identify differing views of successful online collaboration;
  - summarise characteristics of successful collaboration and produce a list of implications for practice;
  - appraise the advantages of keeping teaching journals;
  - compare and contrast reflections from a teaching journal with naturally occurring data (interaction tracks) and researcher-provoked data (student feedback)
Integrating pedagogical corpora

- Teacher-training: moving from peripheral participation to a more centre one (Lave & Wagner, 1991)
- Pedagogical corpora – « expert viewpoint » (research cycle) : a starting point!
- Integrate their use into a more general process

Propose pedagogical corpora based on leads identified in research analyses

Encourage trainees to reflect on their own online teaching practices

Encourage trainees to construct a reflective discourse around data from their own teaching practices

Encourage the development of observation systems for confrontation of their self reflexive discourse with teaching data

- Need to trial corpora as next phase of our action research
Bridging the researcher – teacher gap

LETEC corpora from online learning situations

During teacher-training encourage confrontation of expert and novice views

Findings from research studies around these corpora

Move from research data to data from their own teaching practices « Reflective online teachers »
Thanks!

Merci beaucoup!

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