

**INFLUENCE OF ROLE PRESCRIPTION AND
PERCEPTION ON COLLABORATIVE TASKS IN
SECOND LIFE**

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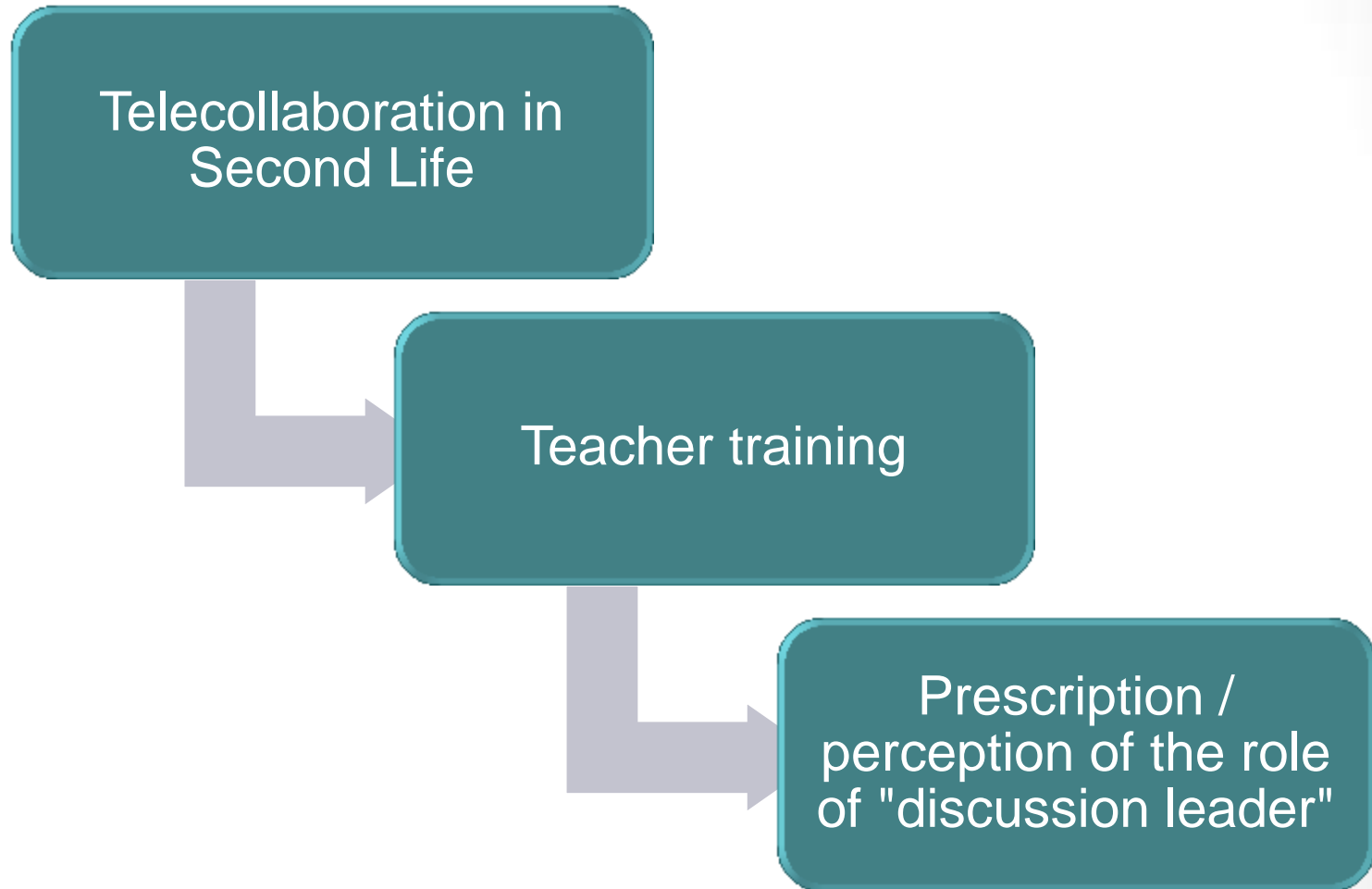
INFLUENCE OF ROLE PRESCRIPTION AND PERCEPTION ON COLLABORATIVE TASKS IN SECOND LIFE

Aurélie BAYLE

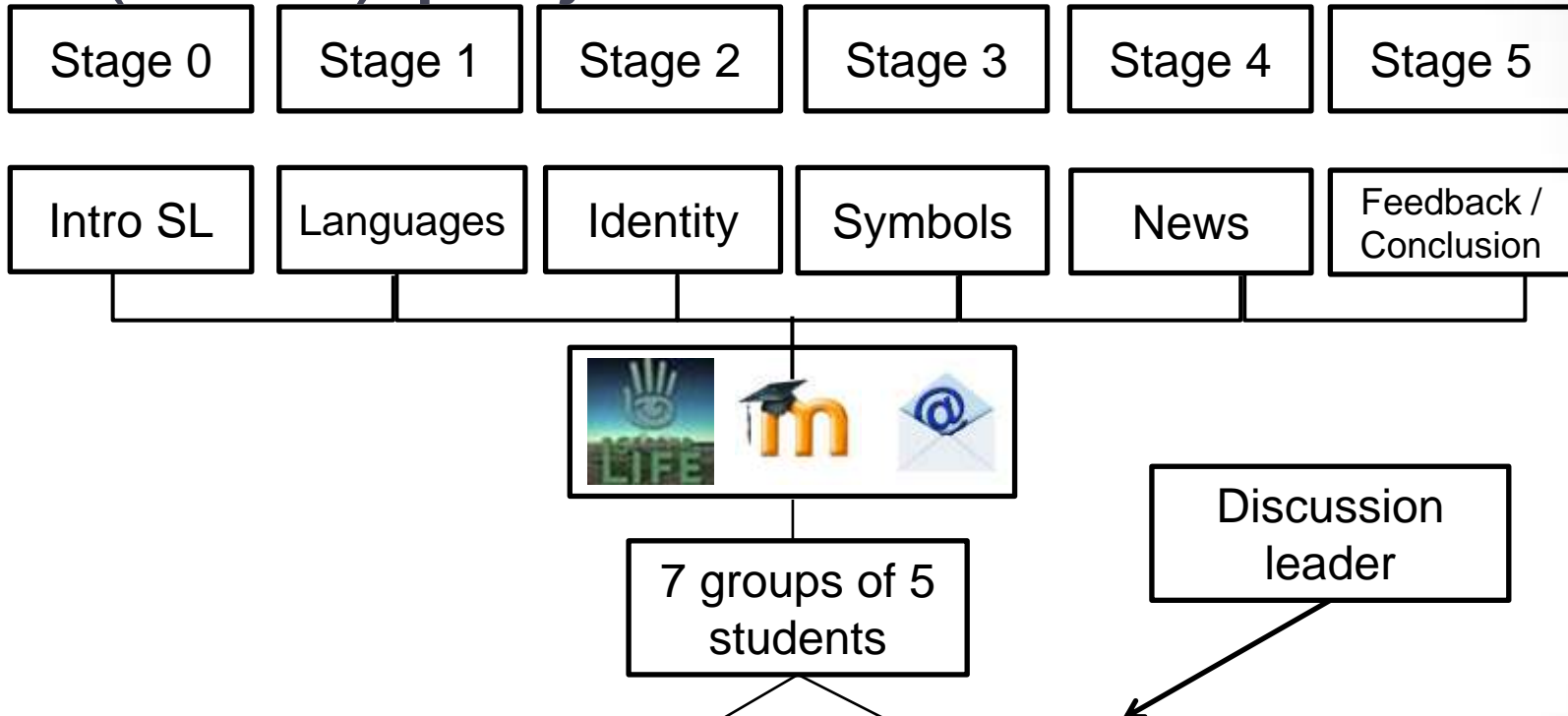
Laboratoire de Recherche sur le Langage, Clermont Université

EUROCALL 2013

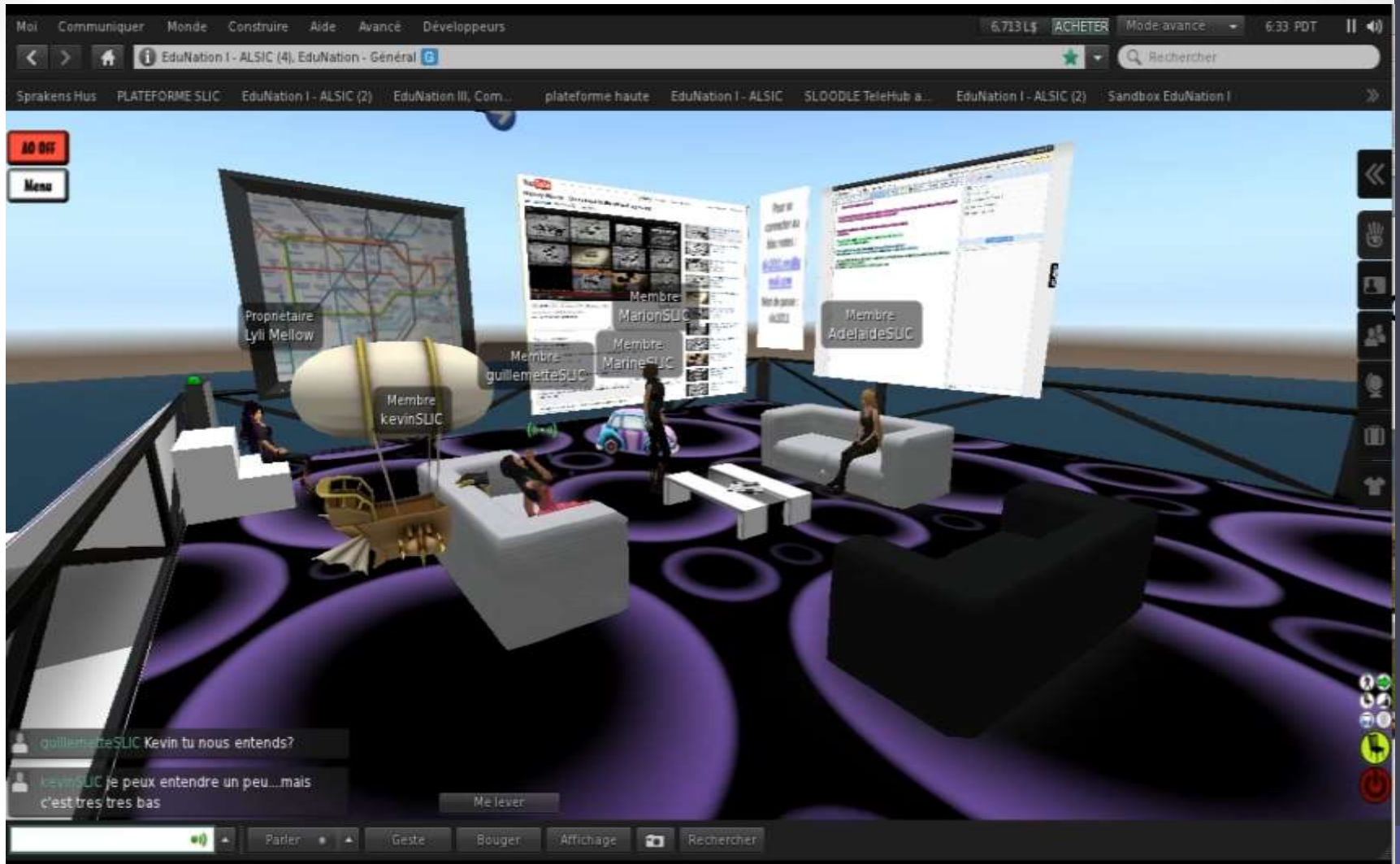
Introduction



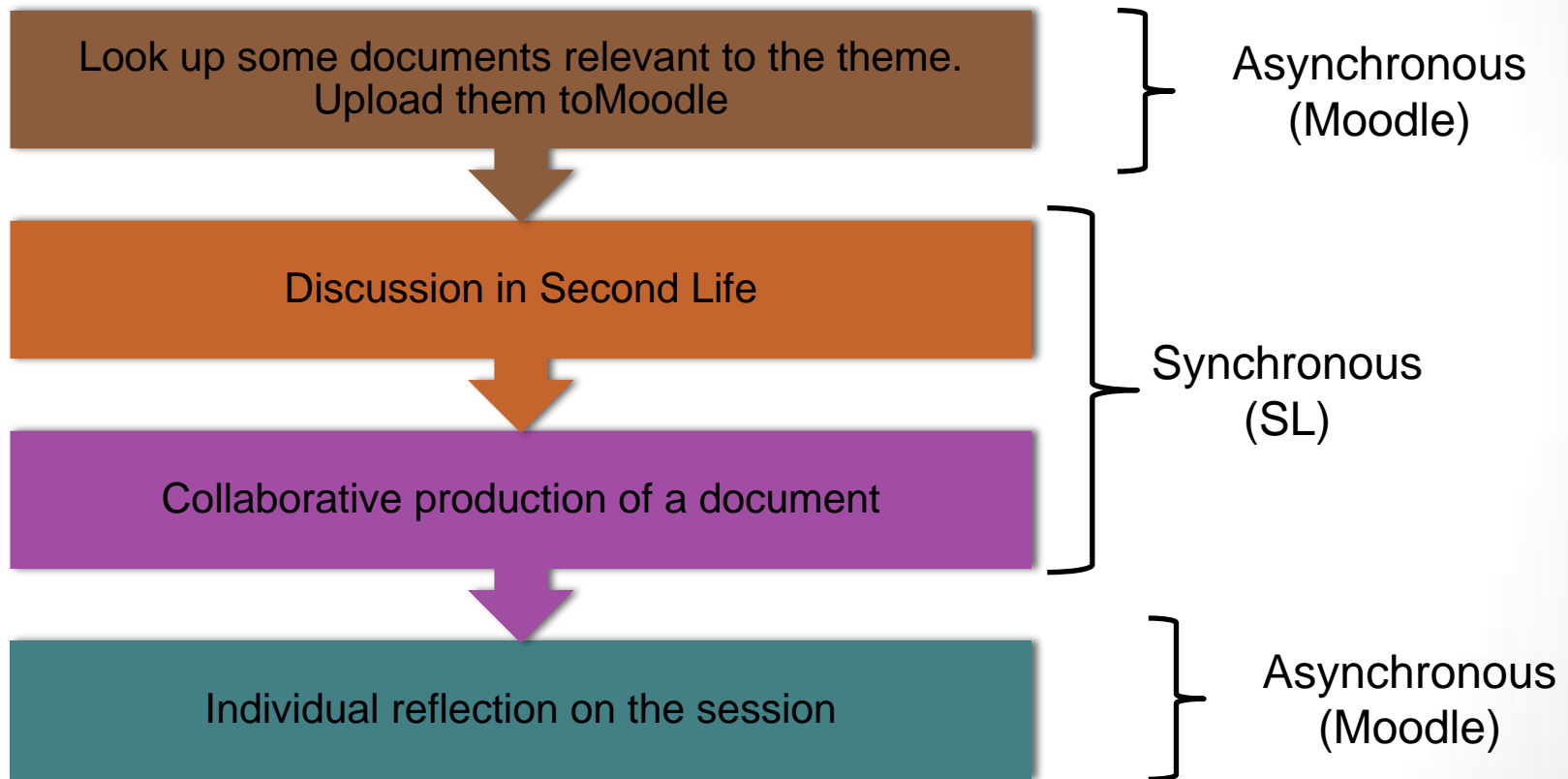
Second Life InterCultural (SLIC) project



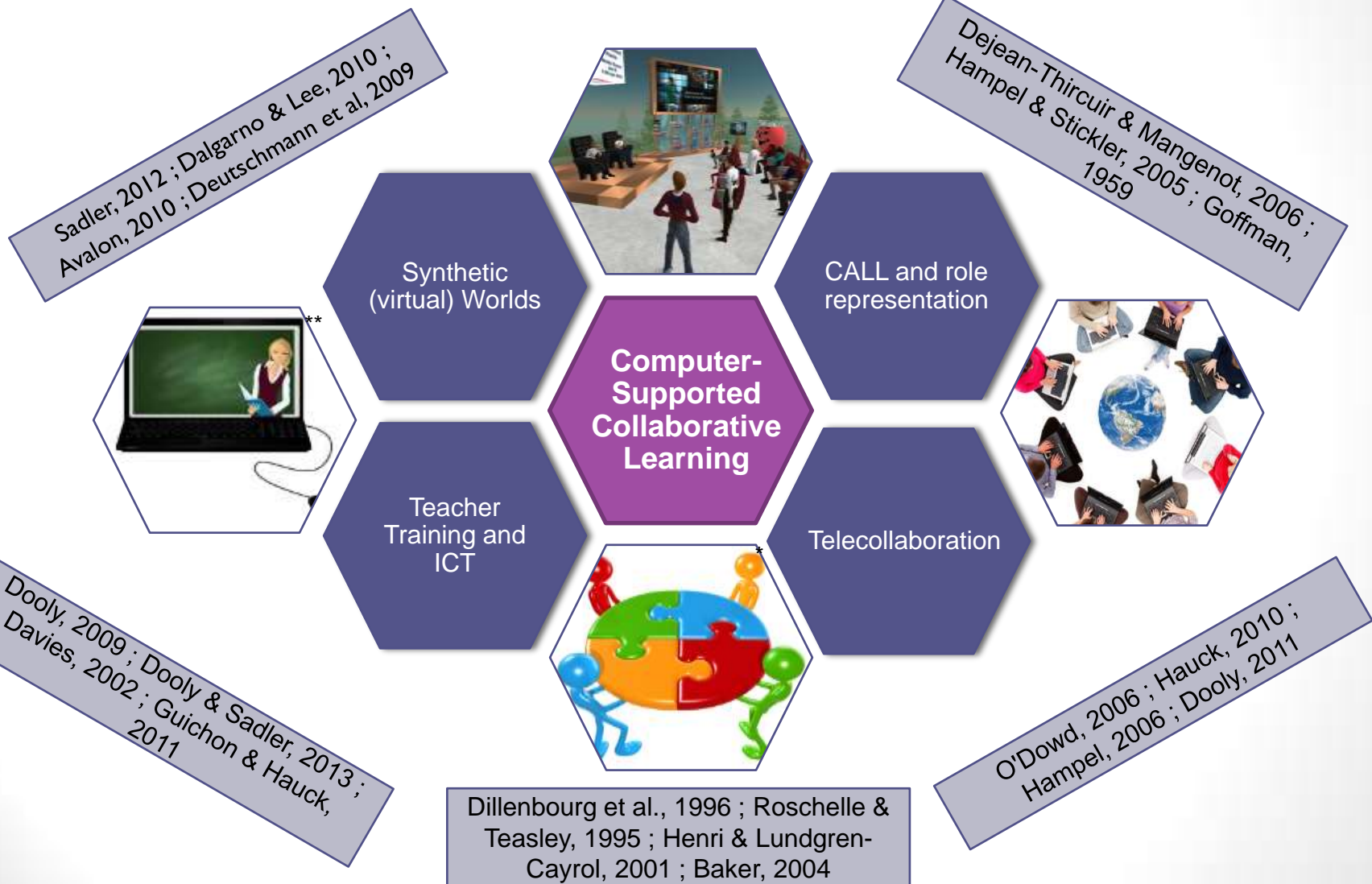
Carnegie Mellon University	Université Blaise Pascal
21 (3 non-native English)	14 (3 non-native French)
18-27 years old	21-38 years old
Learning French Culture (B2-C1)	Preparing to teach French
Obligatory participation	Participation on volunteer basis



Stage structure



Theoretical background

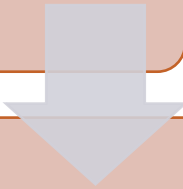


*www.lumaxart.com/
**www.gigaom.com


Research questions

Understand the influence on collaboration of gaps between prescription and perception of the role of the "discussion leader"

1) How was the role of the discussion leader **prescribed**?

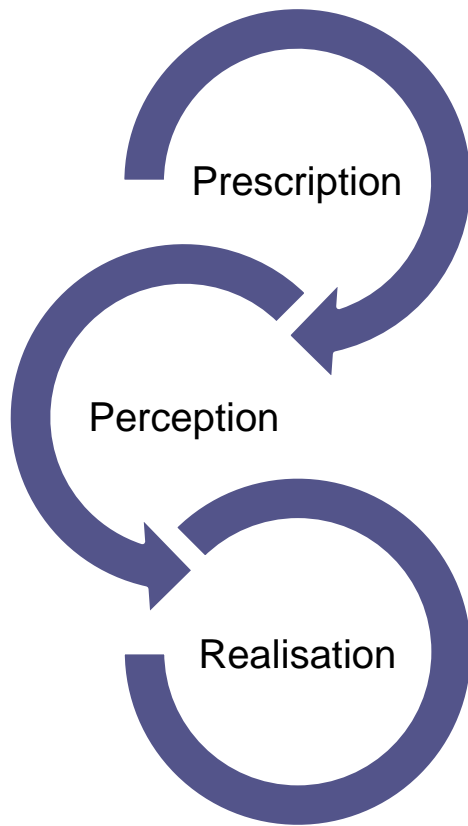


2) How was it **percieved** by the Master's students?



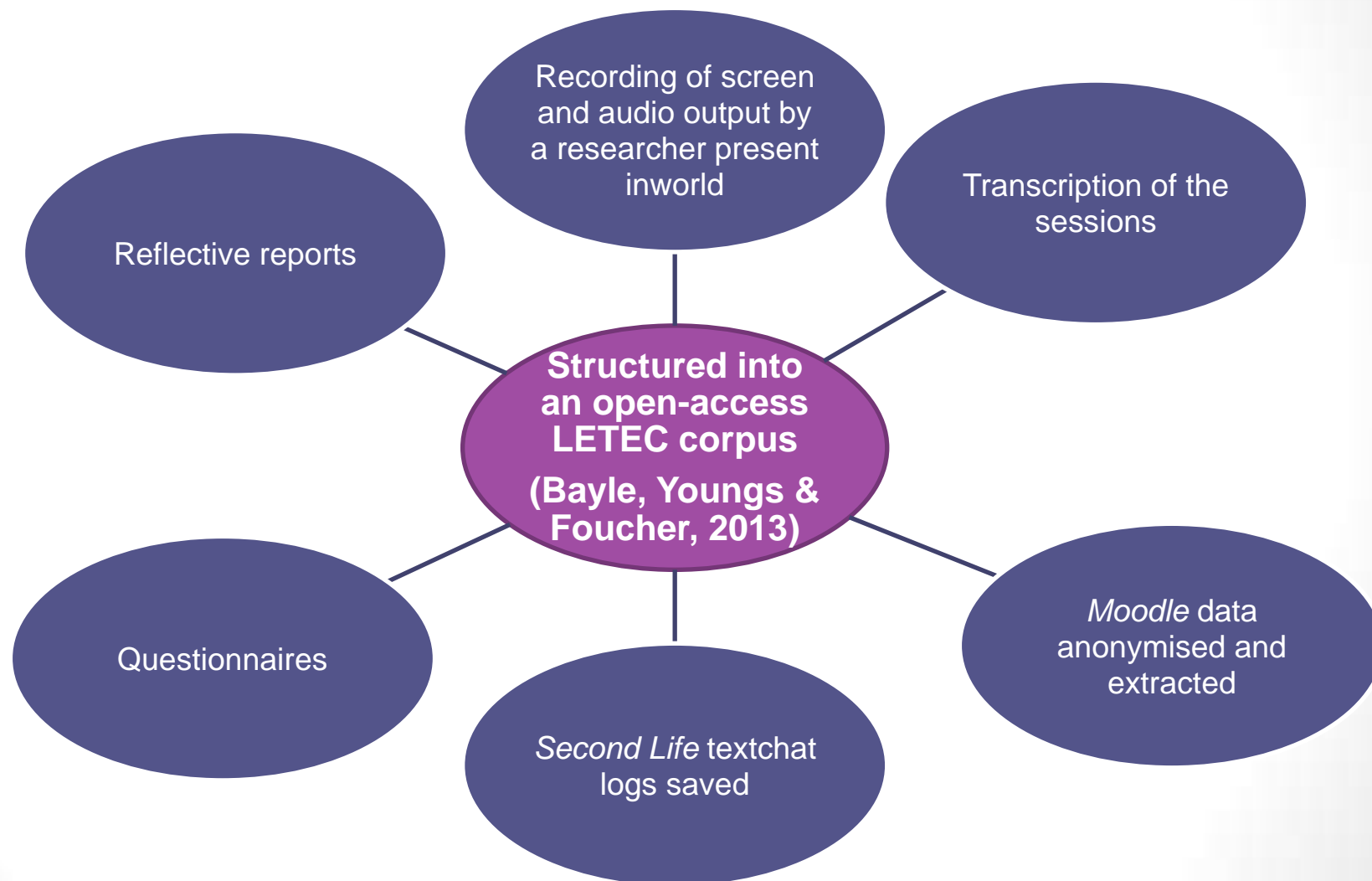
3) How did they **behave** as "discussion leaders"? What **influence** did it have **on collaboration**?

Methodology



- Qualitative approach
- Gaps between prescription, perception and realisation (Tricot, 1988)
- Data sample:
 - Forums
 - Transcripts of the videos
 - Questionnaires
 - Reflective reports

Data collection and coverage



RQ 1 :

**PRESCRIPTION OF THE ROLE THE
MASTER'S STUDENTS HAD TO PLAY?**

Role prescription: 3 dimensions

Working partners

- collaboration

Linguistic experts

- French = working language

Discussion leaders

Focus on the role of the discussion leader (« animateur »)



- **Frequent** in collaborative situations (Henri & Lundgren-Cayrol, 2001)
- **Important** : having the group to collaborate
- Member of the group + some responsibilities
 - Prepare the session (organise meeting, make sure preparatory tasks were completed, upload necessary documents)
 - Manage turn-taking and completion of the task
- **Only UBP students** (following CMU teacher's advice) **in turns**
 - The other Master's student → working partner

RQ 2:

MASTER'S STUDENTS PERCEPTION OF THEIR ROLE?

Evolution of role perception

- **Identity / role**
 - Self-description as students in the presentation forums
 - 3 tendencies in the reflective reports and questionnaires:
 - " *I did not really get what it meant to be a "discussion leader" "*
 - " *We did not actually behave as teachers. We remained discussion leaders "*
 - " *I was a teacher*"
- **Positioning towards the American students**
 - Clear distinction between UBP and CMU groups
 - No mention of the collaborative dimension
 - Then, significant differences of perceptions ("*our students*" / "*the Americans*")
- **Pedagogical approach**
 - No mention in the beginning
 - In the end, "stereotyped" image of the role of the teacher
 - "teach a class" / "correct mistakes" / "Second Life classroom"

Evolution of role perception

- Homogeneous perception → Different directions
 - 1 prescription = different perceptions
- **Issue about position / role towards CMU students**
 - Teacher vs. student vs. peer

RQ 3

ROLE REALISATION AND INFLUENCE ON COLLABORATION

Role realisation and collaboration

- Role of discussion leader often played by the 2 UBP students together
 - Preparation of the session
 - More and more sharing of responsibilities as the project progressed
 - Less and less participation in the preparatory tasks and personal contributions
 - → increased asymmetry between CMU and UBP
- Even when only one discussion leader was identified, the other did not act just as participant

Collaborative tasks

- Almost always completed by French students after the session
- Little involvement of the Americans
- Confusion between instruction to "upload" the document to Moodle and to "complete the task"?
- → Only 3/7 groups "really" managed to collaborate

Conclusion (1)

- **About prescription:**
 - Role of discussion leader **unclear** for the students
 - **Asymmetry** between American and French students
 - Language used
 - Status (pre-service teacher vs. student)
 - **Cultural influence** on the perception of a pedagogical relationship?

Conclusion (2)

- Role of discussion leader:
 - Different realisations +/- close to teacher stereotype
- Working partner:
 - Put aside
 - 2 discussion leaders & 3 students
- Conflict between discussion leader and working partner? Impossible, for the students, to play both roles at the same time

Perspectives

- Is it possible to have pre-service teachers and learners to collaborate?
 - Insist more on the implications of being a discussion leader in a collaborative learning situation
 - Have **all** members of the group take on the role of discussion leader?
- To do next:
 - Have a look at CMU students' perception of
 - The UBP students' role
 - Their own role

Thank you!

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