

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

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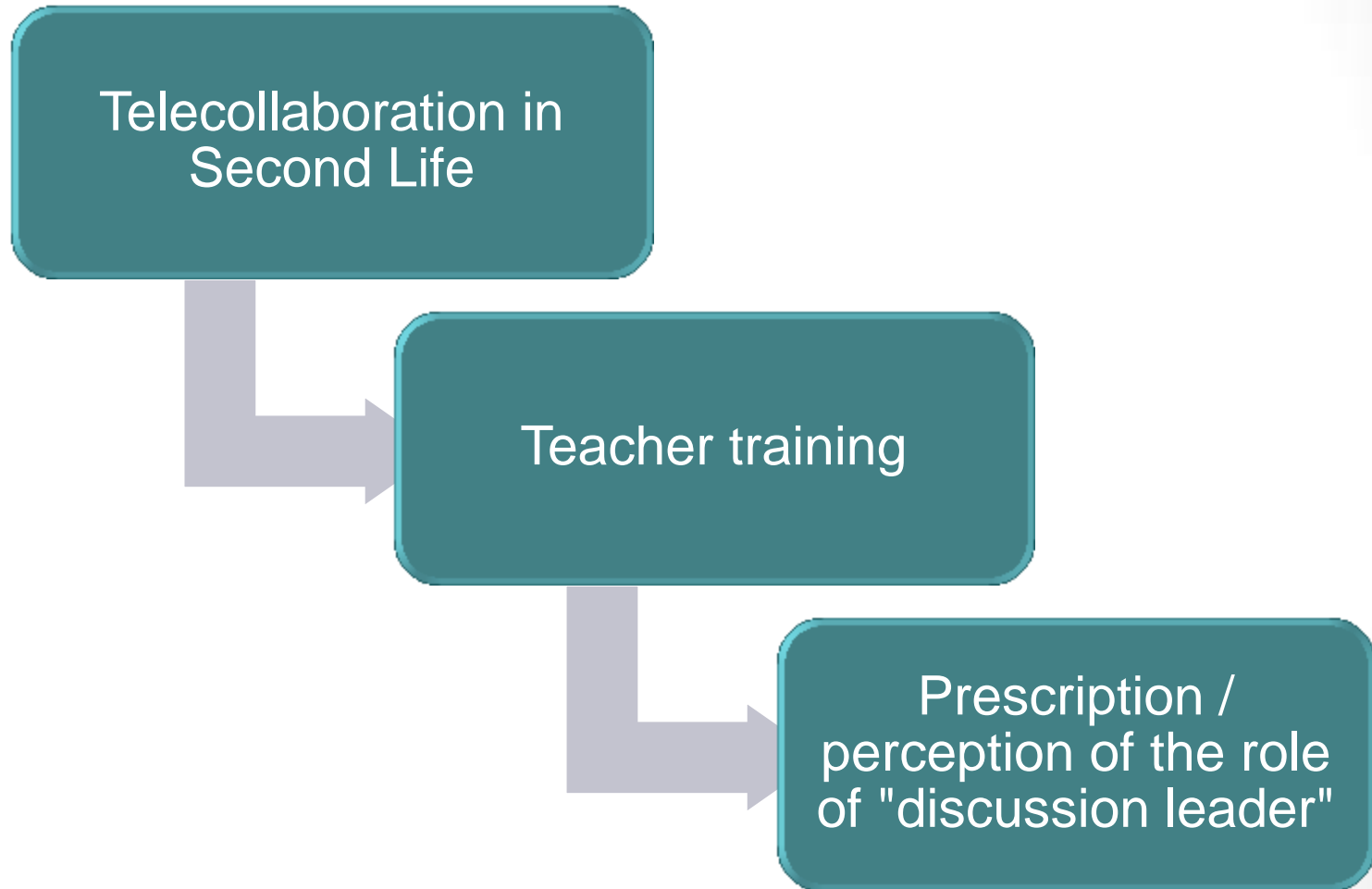
INFLUENCE OF ROLE PRESCRIPTION AND PERCEPTION ON COLLABORATIVE TASKS IN SECOND LIFE

Aurélie BAYLE

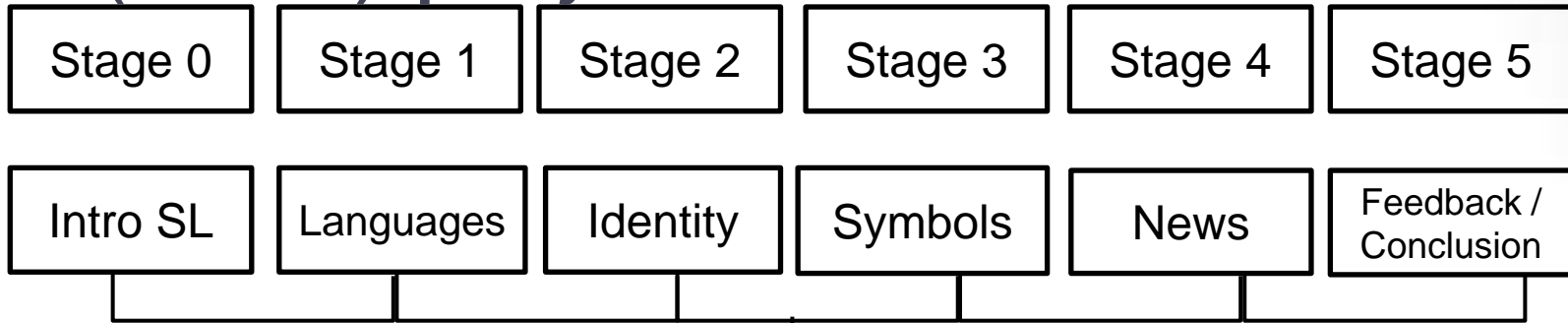
Laboratoire de Recherche sur le Langage, Clermont Université

EUROCALL 2013

Introduction



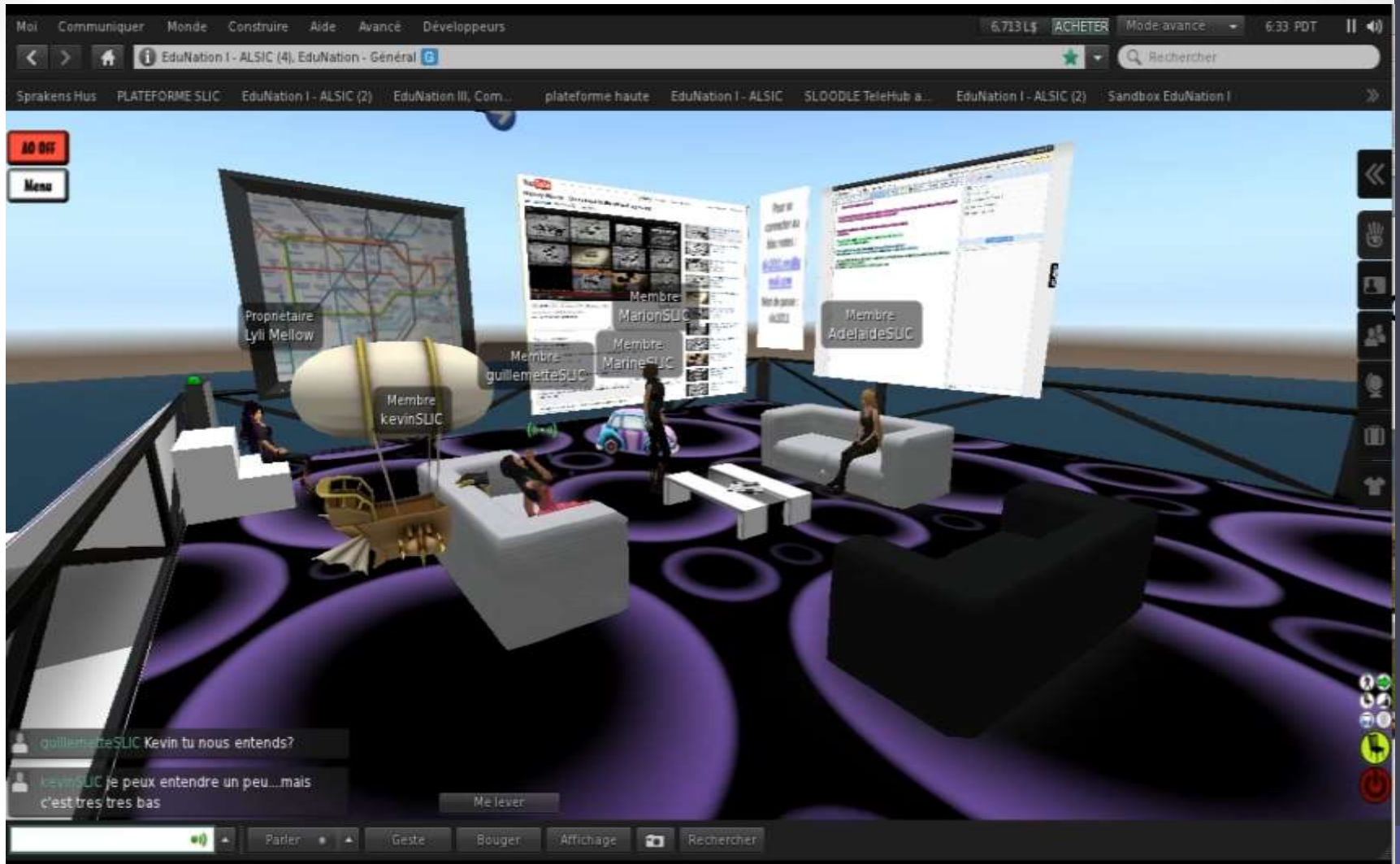
Second Life InterCultural (SLIC) project



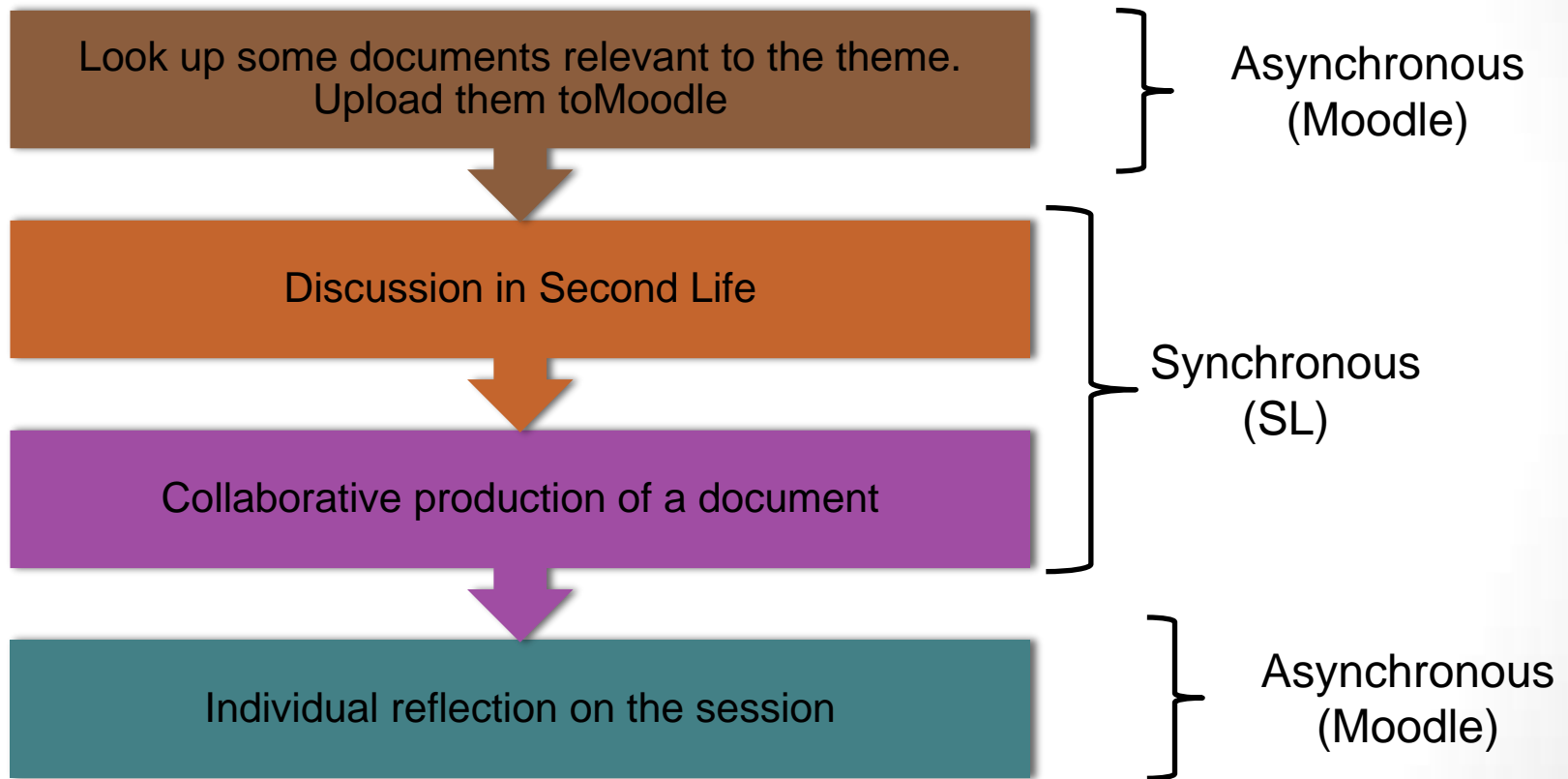
7 groups of 5 students

Discussion leader

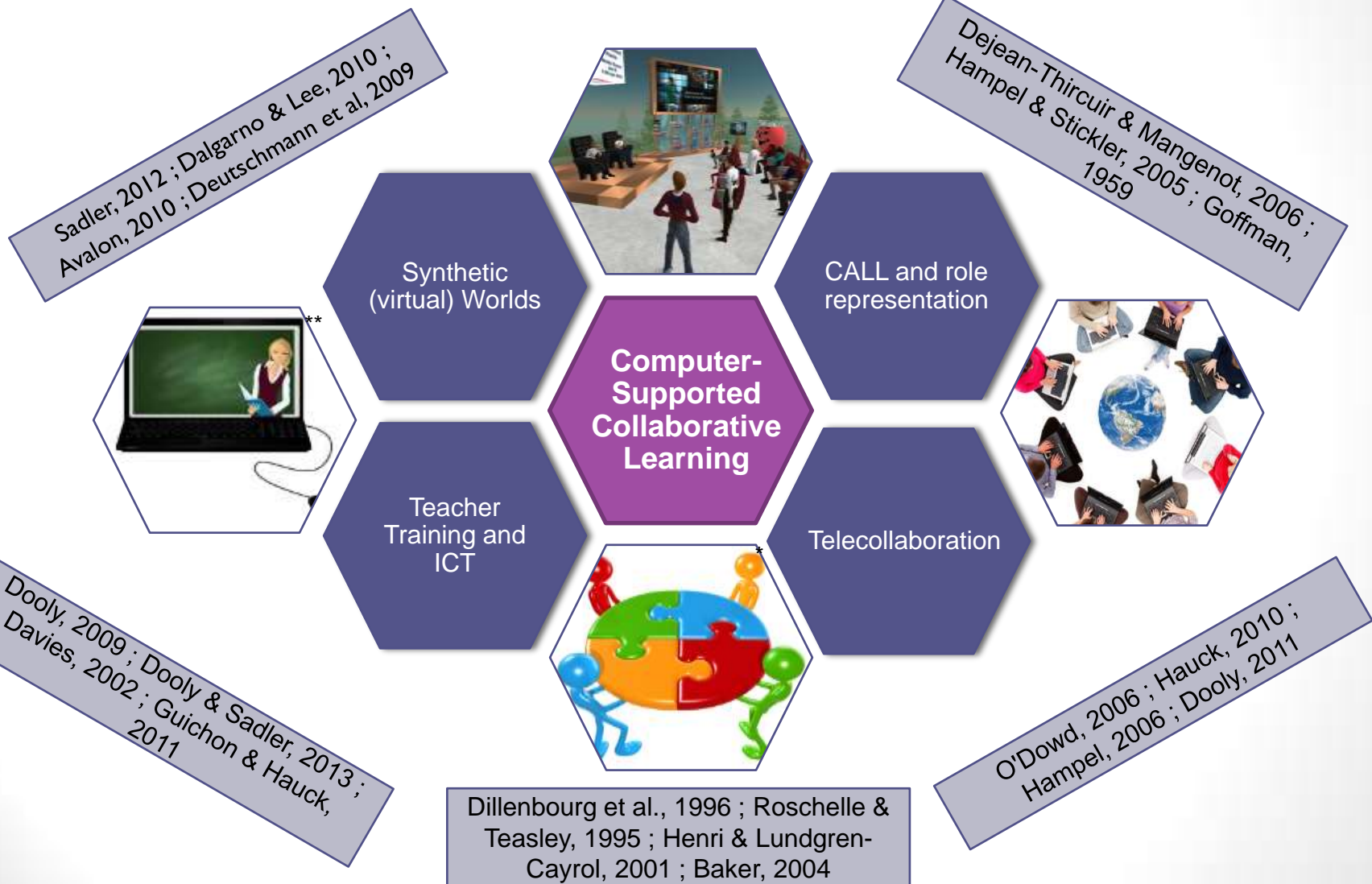
Carnegie Mellon University	Université Blaise Pascal
21 (3 non-native English)	14 (3 non-native French)
18-27 years old	21-38 years old
Learning French Culture (B2-C1)	Preparing to teach French
Obligatory participation	Participation on volunteer basis



Stage structure



Theoretical background

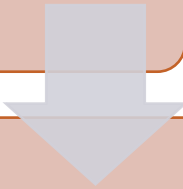


*www.lumaxart.com/
**www.gigaom.com


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**?

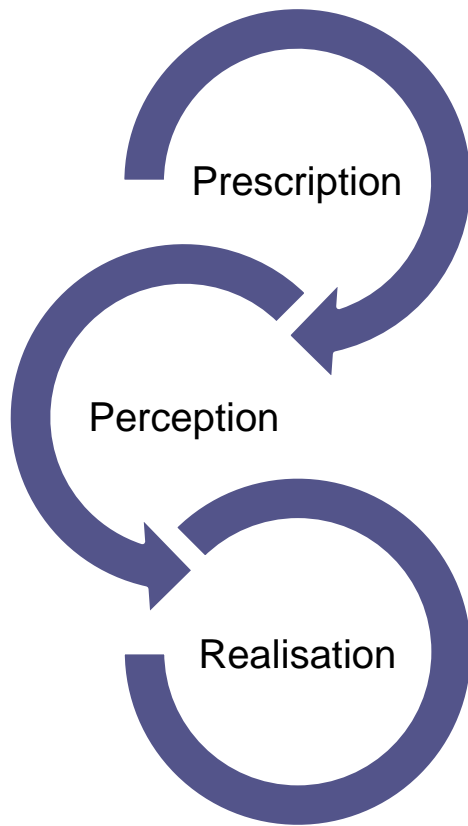


2) How was it **percieved** by the Master's students?



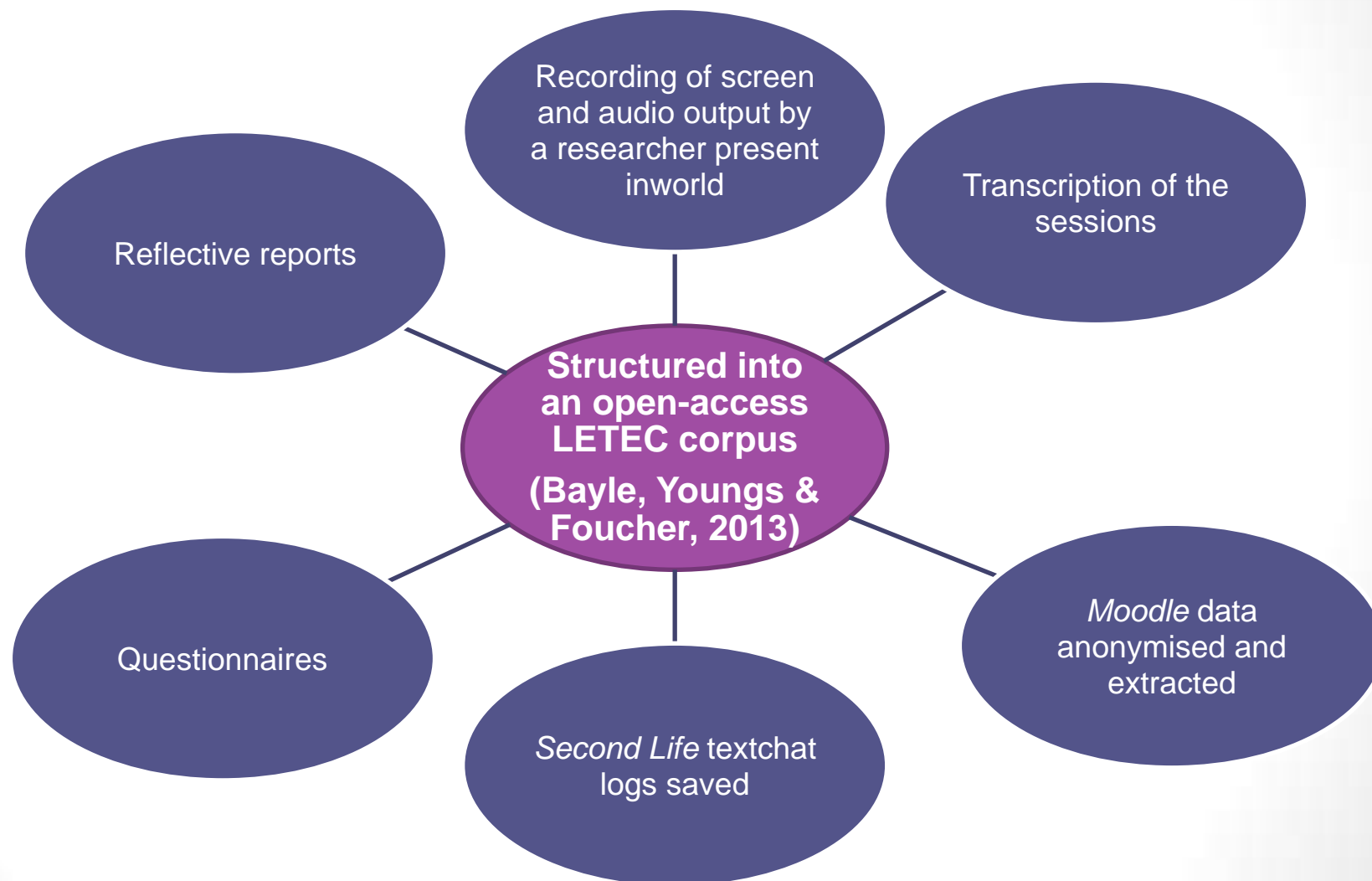
3) How did they **behave** as "discussion leaders"? What **influence** did it have **on collaboration**?

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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