

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

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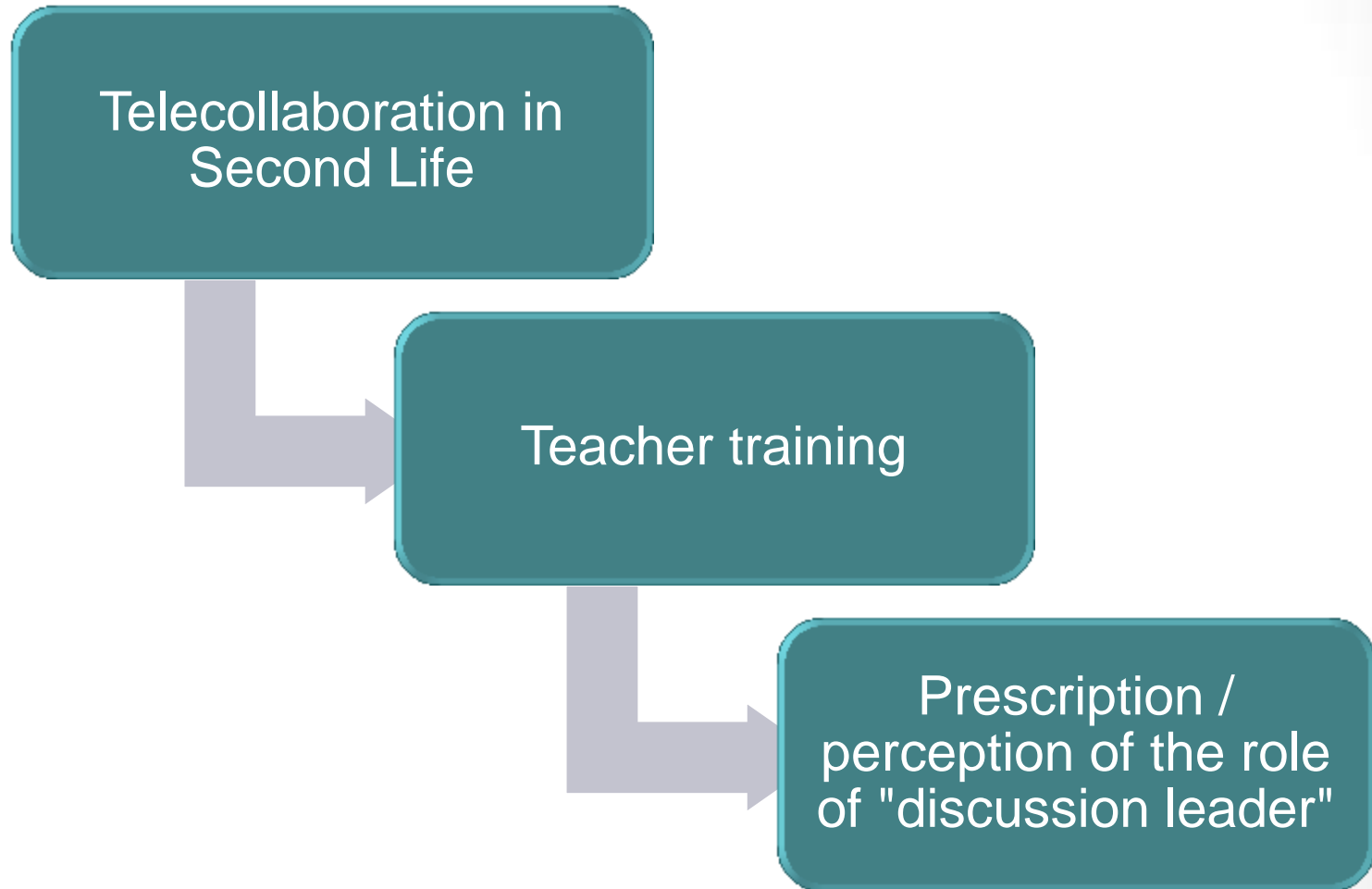
# INFLUENCE OF ROLE PRESCRIPTION AND PERCEPTION ON COLLABORATIVE TASKS IN SECOND LIFE

Aurélie BAYLE

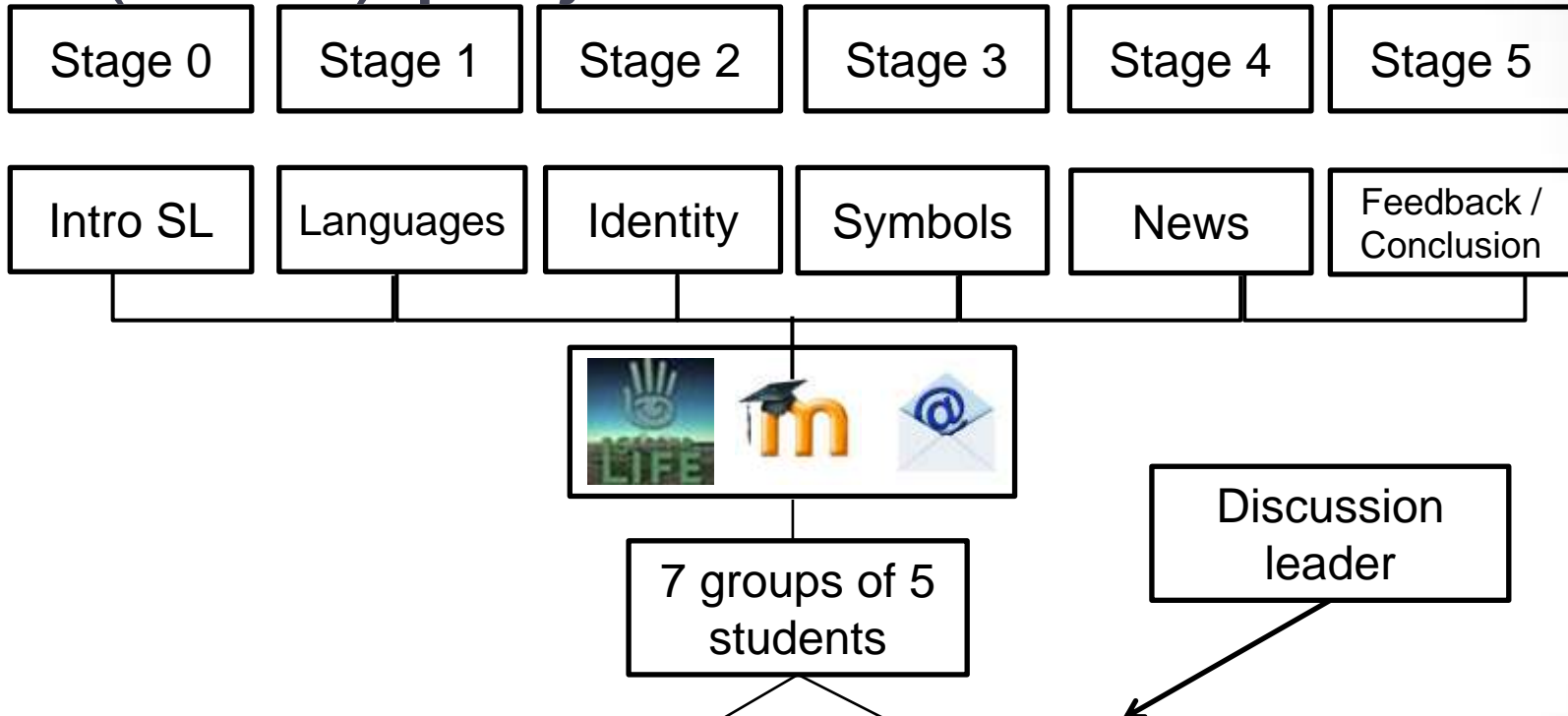
Laboratoire de Recherche sur le Langage, Clermont Université

EUROCALL 2013

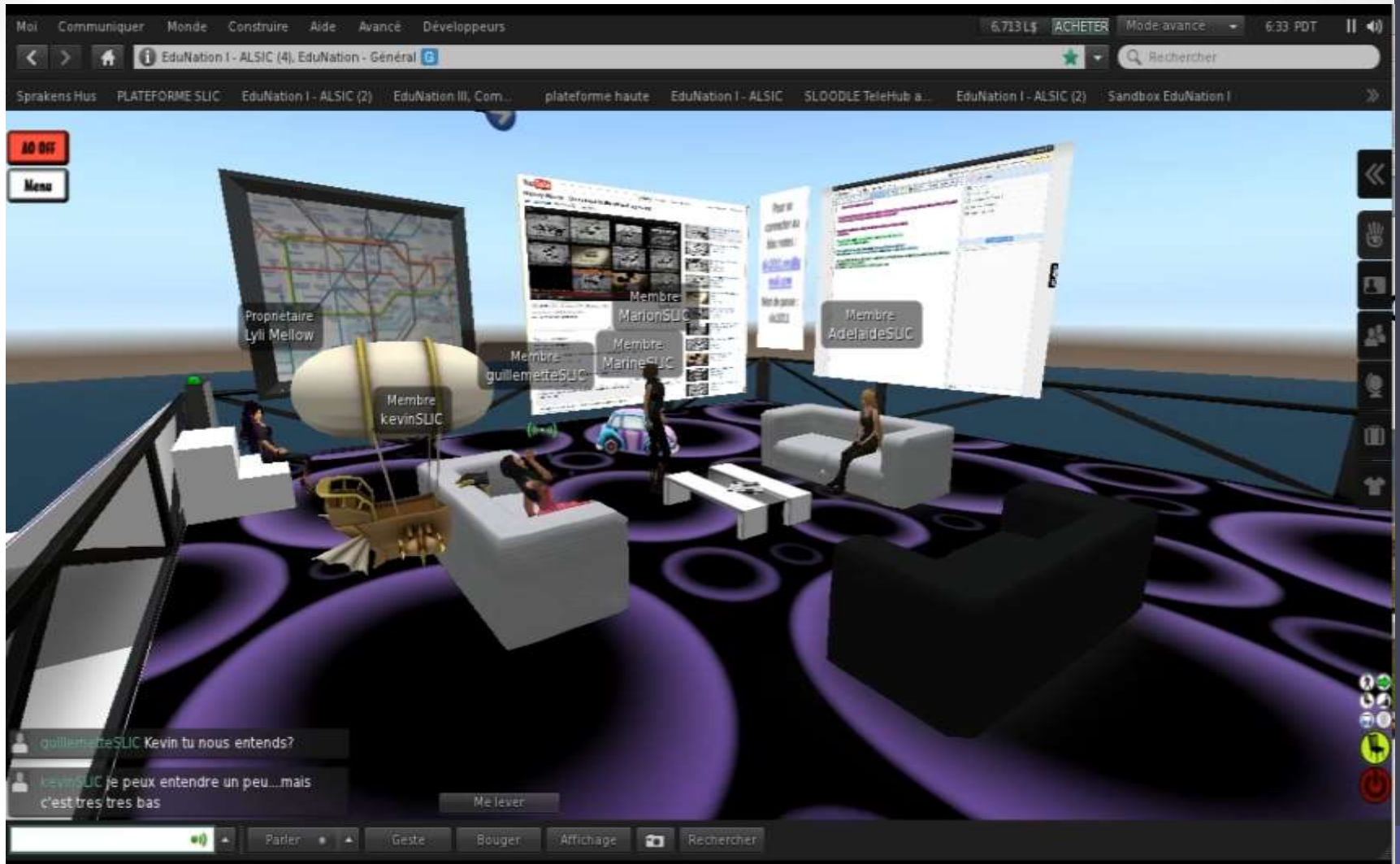
# Introduction



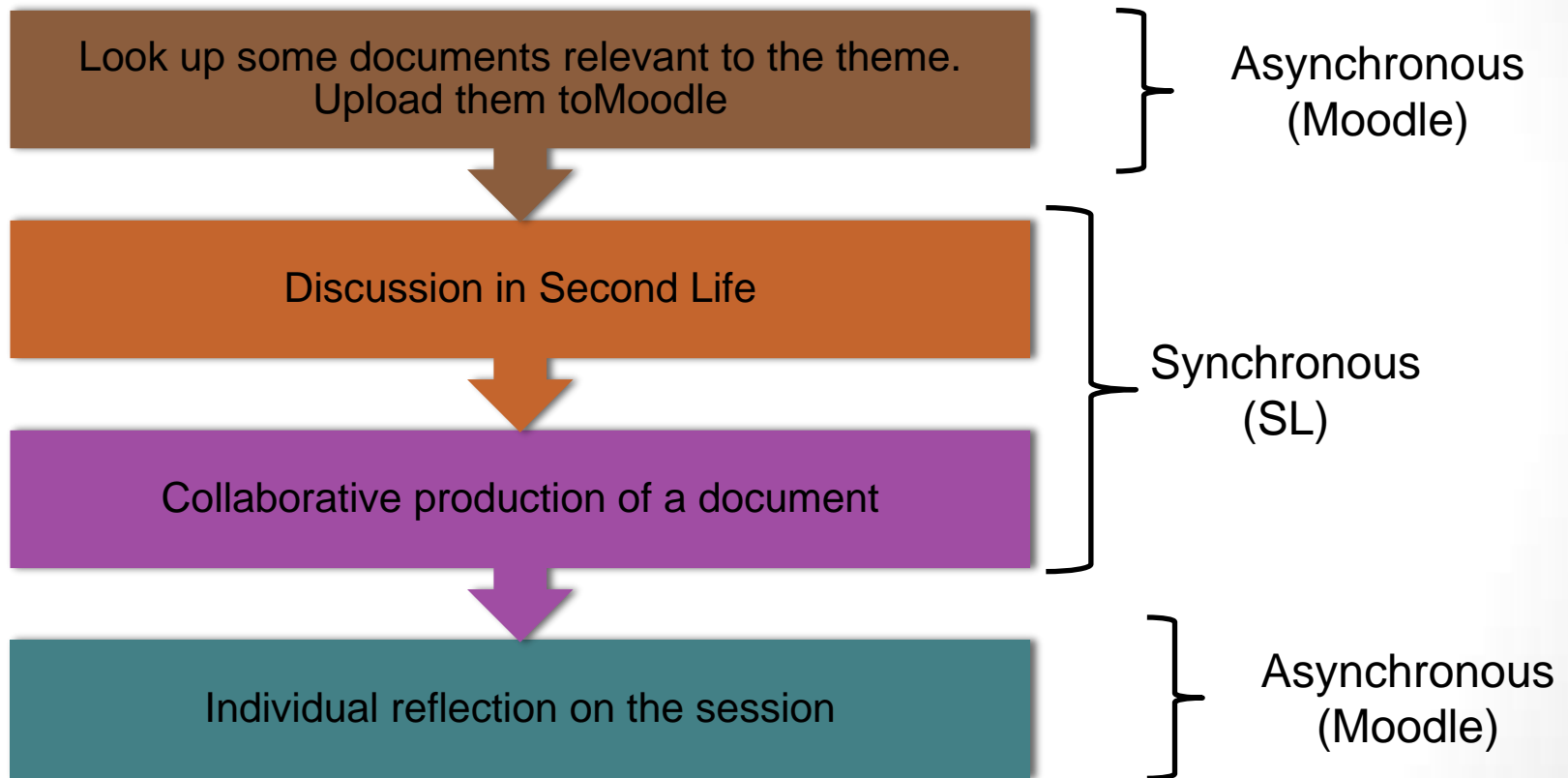
# Second Life InterCultural (SLIC) project



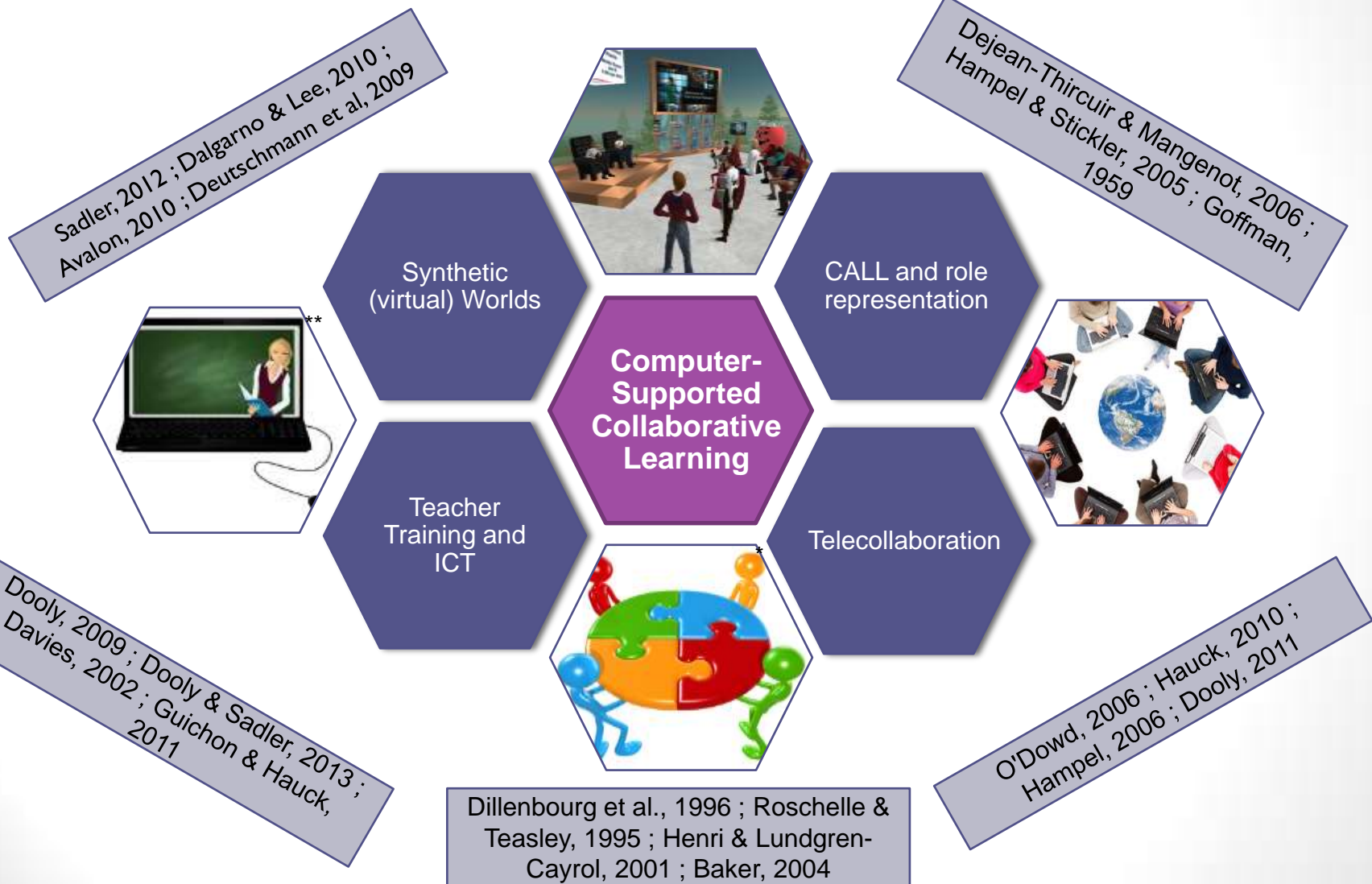
Carnegie Mellon University	Université Blaise Pascal
21 (3 non-native English)	14 (3 non-native French)
18-27 years old	21-38 years old
Learning French Culture (B2-C1)	Preparing to teach French
Obligatory participation	Participation on volunteer basis



# Stage structure



# Theoretical background

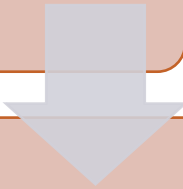


\*www.lumaxart.com/  
\*\*www.gigaom.com


# 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**?



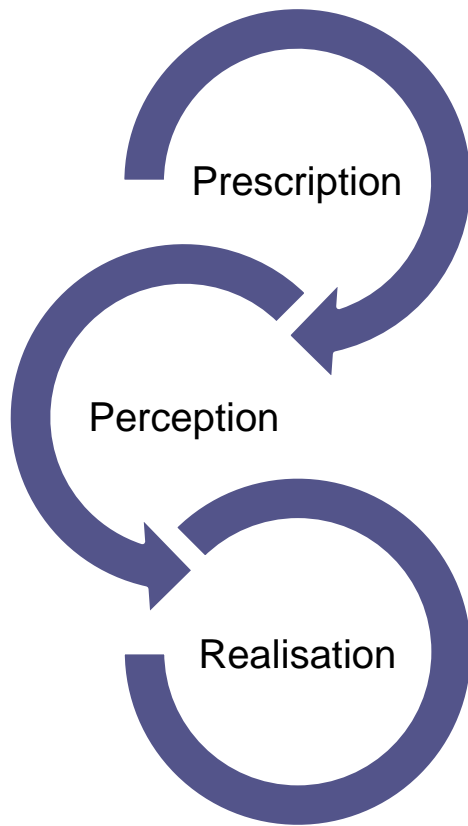
2) How was it **percieved** by the Master's students?



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

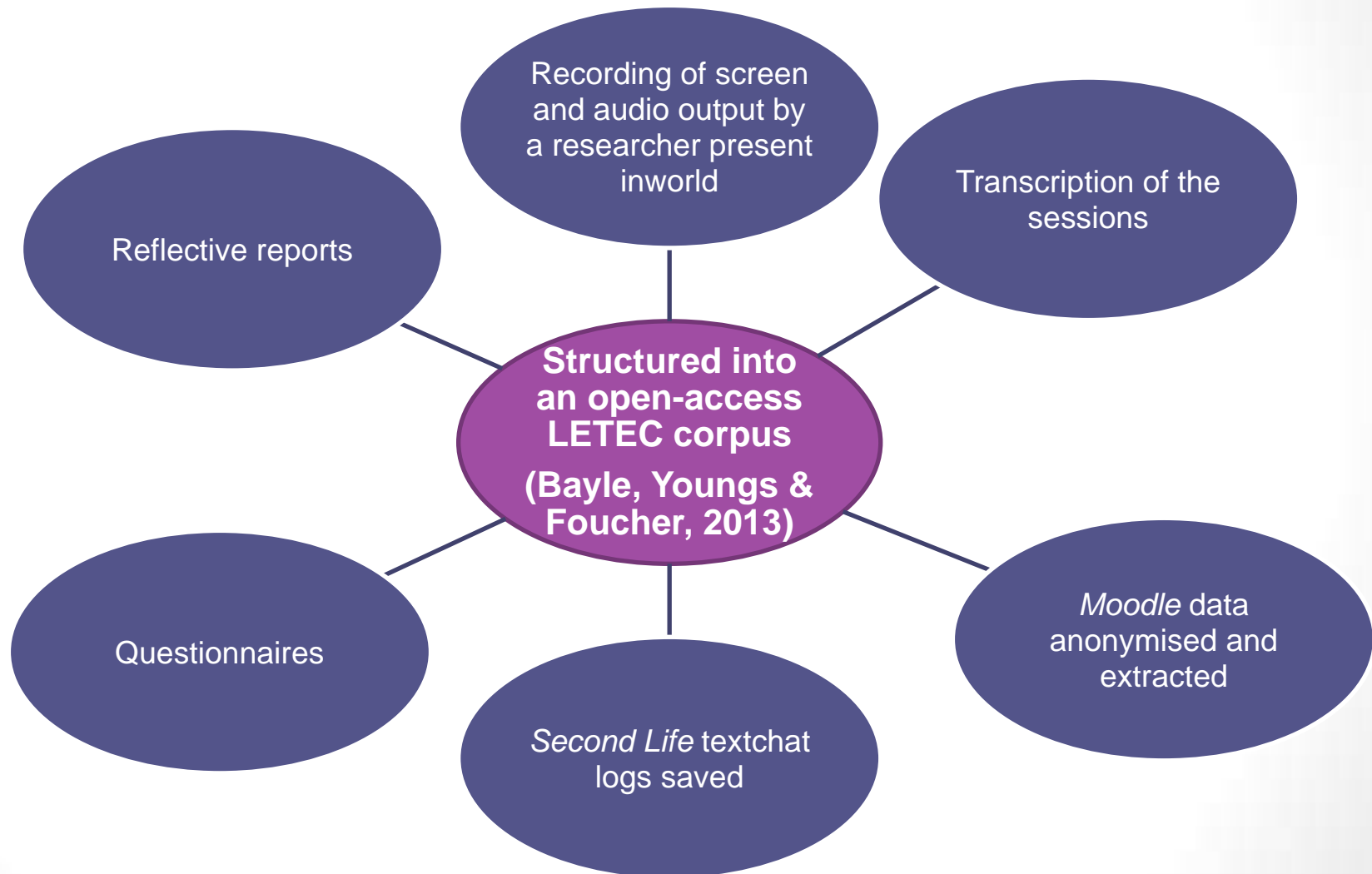


# Methodology



- 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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