



The meaning assigned by teachers to their teaching:
expanding the possibilities of performance through
observation and discussion the teaching activity

Maria Brando Fourpome
Advisor: Dr. Dr. Claudia Davis

Catholic University of São Paulo
2010

Research questions

- What are the meanings assigned by teachers to their teaching?
- How is the process of professional development of the teachers participating in this study, as they move from observation to analysis of the teaching activities?
- Is the view concerning teaching activity modified during the process of self-confrontation?
- This research method can also be an useful tool for programs of teaching training?

Theoretic Framework

Social-historical Psychology's categories:

- **Activity:** key aspect in the development of humanity, since it is due to activity that men become human beings, building their own history through a dialectical process
- **Mediation:** the aspect that articulates facts and phenomena, permitting the appropriation of the objective reality by men.

Theoretic Framework

Social-historical Psychology:

➤ **Sense / Meaning:**

- "(...) the sense of a word is the sum of all the psychological facts that it awakens in our consciousness"
- "(...) the meaning of a word, on the other hand, refers to the more stable, uniform and accurate senses that the word acquires in a given context "

Theoretic Framework

French Ergonomics:

- Activity: Task + Performed Activity + Real Activity.
- Performed Activity: what was actually done.
- Real of the activity:
 - what one might do;
 - what was desired to be done but couldn't be;
 - what was attempted to be done without success;
 - what is done in order to avoid doing what should be done;
 - what could be done.

Theoretic Framework

French Ergonomics:

- Genre: Body of shared evaluations that regulates, tacitly, the professional activity. It refers to the symbolic field that mediates between the subject and activity, such as rules (written or unwritten)
- Style: Refers to the way each individual appropriates the genre, internalizing the socially constructed rules and transforming them according to his own specific experiences and to his own mode of being.

Method:

➤ **Methodological Assumptions:**

The method used is the one proposed by Clot, whose main feature is the observation and discussion of the professional activity by the research participants, through two techniques: simple and cross-confrontation of activities' records.

The use of these procedures, according to Clot, allows "the experience to become a way of living other experiences," since it allows the subjective development of what has been experienced

Method:

➤ **Simple and Crossed auto-confrontation:**

- SAC: the teacher analyses and discusses the images of his work with the researcher, trying to explain what he did and what he could (or could not) have done
- CAC: another teacher, also a subject of the research, watches the filmed activity of his colleague, and tries to analyze it, discussing it with the teacher who has done the activity and the researcher

Method:

➤ **Procedures for Data Collection:**

- Observe the school's physical space and surroundings
- Raise teachers' life history
- Do semi-structured interviews with teachers, principals and coordinators of schools
- Observe teachers' pedagogic practices
- Film teaching activity in the classroom
- Select more relevant scenes from the filmed teaching activity in order to be able to achieve the objectives of the research

Method:

➤ **Procedures for Data Collection:**

- The filmed activities of the teacher will be screened in order to focus on moments of teacher interaction with her students: the episodes
- Criteria adopted for selection of episodes:
 - reveal differences and/or contradictions between the prescribed activity, the activity performed and the one described by the teacher
 - describe a complete scene, that is, one that has a beginning, a middle and an end

Data Analysis:

The data will be analyzed according the theoretical framework of the Socio-Historical Psychology and Activity Clinic

The analysis is a movement that, having the empirical reality as a starting point, intends to articulate the task, the real of the activity, the activity carried out and its products

As for the senses and the meanings attributed by subjects to the activity, it will be used the procedures suggested by Aguiar and Ozella (2006), that demands the researcher to map each theme mentioned in the teacher' s speech; group them, constructing pre-indicators; group the pre-indicators, constructing indicators; and group indicators, constructing nodes of meaning.