CREAD EA 3875
Centre de Recherche sur l’Éducation, les Apprenstissages et la Didactique

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Imaginary use of a didactic tool: Transana in different contexts

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• Which tool?

• Imaginary use of an artefact

• 3 studies using Transana

• Comparisons and results
What is Transana?
Imaginary use of Transana

- Radical creativity (Castoriadis, 1975; Ardoino, 1984)
- Imagination implies « source, process and result » (Barbier, 2008)
- Individual imaginations in social and community system
Our imaginary use of Transana:

- **Open**
- **At different moments**
- **With indifferent goals**
- **Multi-use:**
  - transcribing before
  - indexation text-pictures after
  - keywords system
  - Multi time scale explorations
Three studies using Transana

• **Common points:**
  – “Joint Action Theory in Didactics” to describe didactical situations (Sensevy & Mercier, 2007).
  – Methodology: clinical/experimental research on « ordinary didactics ». (Schubauer-Leoni & Leutenegger, 2002).
  – Work on the designing of teaching units
In the field of 2nd languages
Our actual use of Transana

- Videoconferencing sessions between two countries
- Two groups in two different places = need to view three simultaneous transcripts:
  1) a transcript for the French class
  2) a transcript for the English class
  3) a transcript of the exchanges between the two classes
Our questions

- Is it possible and should it be possible to organize the categories without referring to an underlying theoretical tool?
- Transana: a tool to reduce the gap between qualitative and quantitative research?
- Categories of keywords and clips: towards the creation of new theoretical frames and a control of the didactic tool?
In the field of Science teaching and learning in a bilingual class

- **Objectives**
  - Study teaching methods of native speaker teachers in the foreign language class for Thai learners.
  - Examine how the teachers introduce learning contents
  - Characterize teaching and learning activities
Study of the teaching unit

- Five science lessons in English in a bilingual class

<table>
<thead>
<tr>
<th>Series: B2</th>
<th>Series Keyword Sequence Map</th>
</tr>
</thead>
<tbody>
<tr>
<td>B2S1</td>
<td>Sequences of Teaching Unit: Contents Intro</td>
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<td>Sequences of Teaching Unit: Games</td>
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<td>Sequences of Teaching Unit: Resumption of Contents</td>
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<td></td>
<td>Sequences of Teaching Unit: Resumption of Contents</td>
</tr>
</tbody>
</table>
Continuation with Transana

- **Compare all science teaching units**
- **Focus on the relevant episodes with Transana**
  - Characterize teacher’s teaching technique
  - Characterize students’ English oral production
In the field of media education

Lesson 1 (micro) : what do you read in this newspaper and why?

Cooperative design of a teaching unit

<table>
<thead>
<tr>
<th>Lessons A</th>
<th>Lessons B</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 other teachers</td>
<td>4 other teachers</td>
</tr>
<tr>
<td>3 generations</td>
<td>Television news / newspaper</td>
</tr>
</tbody>
</table>

2 epistemic inquiries : Infographic’s semiotic and linguistic enonciation (erase status)

Ordinary teaching unit (Macro)

<table>
<thead>
<tr>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
</tr>
</thead>
</table>
Uncertainty in media education:

- The question was « what happened when the students learned what? »
  - Hypothesis: a high level of uncertainty because news are the active agent of media education (Gonnet, 2001)
  - But Media Education helps develop a « lens effect ».
Two different steps with Transana

First, we only worked on the text. We focused on enonciation (Up and down) and co-enonciation so as to show the place of the teacher and of an epistemic student.

Then, we focused on the real interactions, on the video so that we had a largest view of this semiotic game.
Comparisons and results

- **Logic used by a researchers community in the data processing:**
  - Each of the three studies used Transana in a singular way.
  - In the future we will reflect on the development of a shared algorithm in order to harmonize our use and to create data libraries.
  - From the same key-words group, data libraries carry out comparative studies.
TRANSANA

integral transcription

verbal transcription

non-verbal transcription

Principle of estrangement

1st level cutting with time markers

Didactic chronicle

(i.e. chronological story)

Constitution of different kinds of map

2nd level cutting with key-words group

Didactic plot

(i.e. by creating connexion with non chronological events)

Constitution of a data library

Key-words group could be introduced in order to be shared by the researchers

Comparative didactic aim

« expanded reality »

(i.e. data as a composite layout)
Kerneïs, J., Le Hénaff, C., Kewara, P., & Blocher, J-N

ECER: Berlin, septembre 2011

**TRANSANA**

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- Verbal transcription
- Non-verbal transcription

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Comparative didactic aim

« expanded reality »
(i.e. data as a composite layout)
Discussion: possible limitations of such a tool

• Transana is not…
  – An editing software
  – A data archiving solution
  – The only application to use in order to process data from research film

• After Transana…
  – We should consider such a tool as a step in the processing of materials.
  – Transana is just preliminary to the hybridization of the data (Sensevy, forthcoming), providing an augmented reality
Thank you for your attention...