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Indirect methods as tools for the analysis of teaching activity

Description of the session:

This presentation is an introduction to the conceptual and practical elements of a professional development program, which introduces the analysis of teaching activity as a means to develop pedagogical competencies in real teaching situations. This program is characterized by the use of indirect methods (Vygotski, 1994; Clot, 1999; Saujat, 2002; Faïta, 1997): Instructions to the Double and Crossed Self-Confrontation to analyse teaching activity. This analysis is felt to constitute an inevitable passage for identification and development of pedagogical competencies. Professors can learn to teach, but also learn by teaching. They are thereby encouraged to use their own activity as an object of self-reflexivity. They are invited to share with members of a collaborative research team that uses a socio-cognitive approach. The professor learns in and by his professional practices. He learns from the others, with the others and to the others.

Objectives of the session:

This professional development program is designed to answer the following questions: How, through the practice of his teaching, the university professor constructs his experience? How does he develop his pedagogical competencies?

Ways of involving the audience in the session:

The communication will allow the audience to experiment one of the indirect methods used for the analysis of teaching activity (Instructions to the Double) and to comment on video recording on Crossed Self-Confrontation.

What attendees can expect to experience and learn:

Two indirect methods that analyze teaching activity will be presented. These indirect methods aim to better understand the process of teaching and learning as it indeed takes place and to formulate elements of answers to questions such as: What are the problems I met before, during and after the learning activities? How do I perceive my performance in the classroom? What do my students really learn and how do they learn? How is it possible to arouse the development of my professional experience? (Bronckart, 2001)