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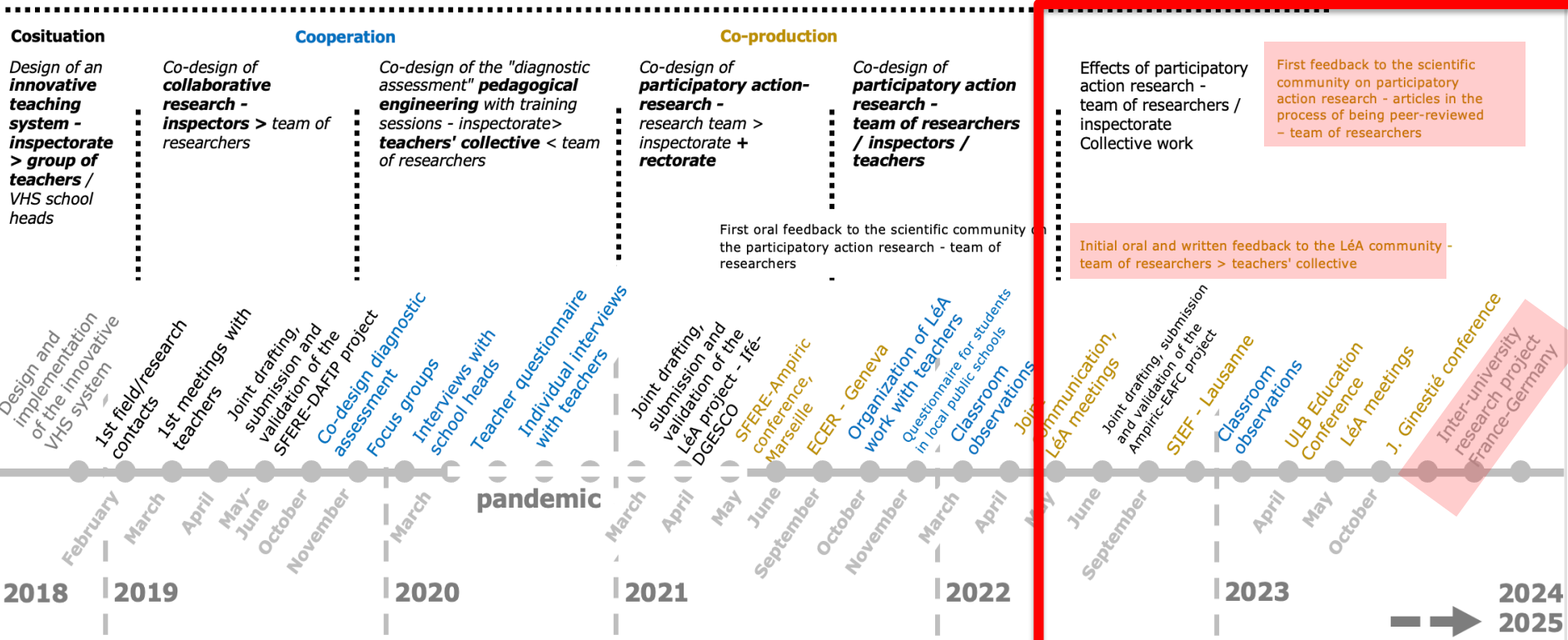
Presentation outline

- 1. Introduction / context** : Participatory action research in a vocational high school
- 2. Theoretical framework**: Video Self Confrontation (VSC), a tool for professional development
- 3. Methodology** : Simple VSC used in this study
- 4. Results** : the teacher's insights during the VSC
- 5. Discussion**:
 - **Professional development through self-confrontation**
 - **Putting the literature into perspective : contributions and limitations**

Introduction / context (1/2)

- Emphasis on academic knowledge, including in vocational high schools (Troger et al. 2016)
- An imposed rather than chosen orientation (Verdier, 2001)
- Students' low academic level and lack of motivation (Arrighi & Gasquet, 2010) :
 - High percentage of school dropouts in vocational high schools (20% of 630.000 students, MEN, 2023)
 - Many students enrolled in ULIS (Lansade, 2021)
- Teaching is made more difficult by heterogeneous classes, which leads to a form of feeling disqualified among teachers (Jellab, 2017a; Jellab, 2017b)

Introduction / context (2/2)



Theoretical framework: VSC as a tool for professional development 1/2

- A technique for delayed verbalization of a participant's activity
- Enables individuals to reflect on their actions (Greggio et al., 2008).
- Powerful tool for professional development (Beckers & Leroy, 2010; Bertone & Saujat, 2013; Chaliès et al., 2015)
- difficulties experienced in teaching practice → professional questions
→ **challenge**: a lack of tools (Yvon & Garon, 2006)
- **Aim**: to transform everyday work organisation (Kloetzer, 2018).
- researchers stress the importance of Video Self Confrontation (VSC) (Dionne et al., 2010)

Theoretical framework: VSC as a tool for professional development 2/2

Objectives :

- Enhance empowerment (Amigues et al., 2004)
- Create a framework that promotes the development of the participant's empowerment (Clot et al., 2001)

Limits:

- Reflexive skills
- Complexity & Cost (Boubée, 2010)

Methodology: simple video self confrontation

1. Securing consent from all participants, including teachers and students, for the purpose of recording
2. Film the entire course from a perspective that includes the entire class, making it easier to view all interactions
3. Providing the audiovisual recording to the teacher for them to review → allowing them to choose specific short segments for discussion, clarification, or general commentary
4. Organize and film the moment of the exchange between teacher & researcher on the segments
5. Transcribe this exchange
6. Repeat these steps months or a year later
7. Analyze the verbatim transcript to obtain the teachers' insights on video self-confrontation

Results: teacher's insights

- **An incentive to question oneself:** *“Yes, no, honestly, there’s no reason for that.”*
- **A means to attempt new things:** *“They could have done the correcting on my behalf.”*
- **A desire for change compared to “before”:** *“I was afraid they’d take pictures of incorrect responses.”*
- **An opportunity to work calmly:** *“I don’t want that in my classes, I want us to work on being calm.”*
- **A tool to achieve a form of efficiency :** *“In order to go faster, to waste less time, I could have...”*

Discussion: professional development trough VSC

- Sylvie takes control of the situation (Clot et al., 2001) and gives new meanings to her lived experiences (Dionne et al., 2010):
 - **An incentive** to question oneself
 - **A means** to attempt new things
 - **A desire** for change compared to “before”
 - **An opportunity** to work calmly
 - **A tool** to achieve a form of efficiency
- VSC reinforces her ability to act (and thus improves her professionalism), facing heterogeneous classes (levels of academic learning, ULIS) and facing a form of student demotivation (dropouts).

Discussion: Putting the literature into perspective – contributions and limitations

- A method for closely studying **the realities of activity** in the project's classrooms
- We are in the process of cross-referencing the results of other self-confrontations (Cicurel, 2016)
- The project to reflect on the place of **video self-confrontation** in **participatory action research** as a privileged **instrument**, to understand the effectiveness of this instrument

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Thank you for listening