



**HAL**  
open science

## Video self-confrontation as a tool for professional development

Sofie Vervoort, Caroline Hache, Eric Tortochot

► **To cite this version:**

Sofie Vervoort, Caroline Hache, Eric Tortochot. Video self-confrontation as a tool for professional development. Teacher Education Policy in Europe. Innovation in teacher education: sustainable change & evaluating impact at macro, meso and micro level, SFERE Provence, Mar 2024, Aix-en-Provence, France. pp.33. hal-04524279

**HAL Id: hal-04524279**

**<https://amu.hal.science/hal-04524279v1>**

Submitted on 28 Mar 2024

**HAL** is a multi-disciplinary open access archive for the deposit and dissemination of scientific research documents, whether they are published or not. The documents may come from teaching and research institutions in France or abroad, or from public or private research centers.

L'archive ouverte pluridisciplinaire **HAL**, est destinée au dépôt et à la diffusion de documents scientifiques de niveau recherche, publiés ou non, émanant des établissements d'enseignement et de recherche français ou étrangers, des laboratoires publics ou privés.



Distributed under a Creative Commons Attribution - NonCommercial - ShareAlike 4.0 International License

# Video self-confrontation as a tool for professional development

Sofie Vervoort, Caroline Hache & Éric Tortochot

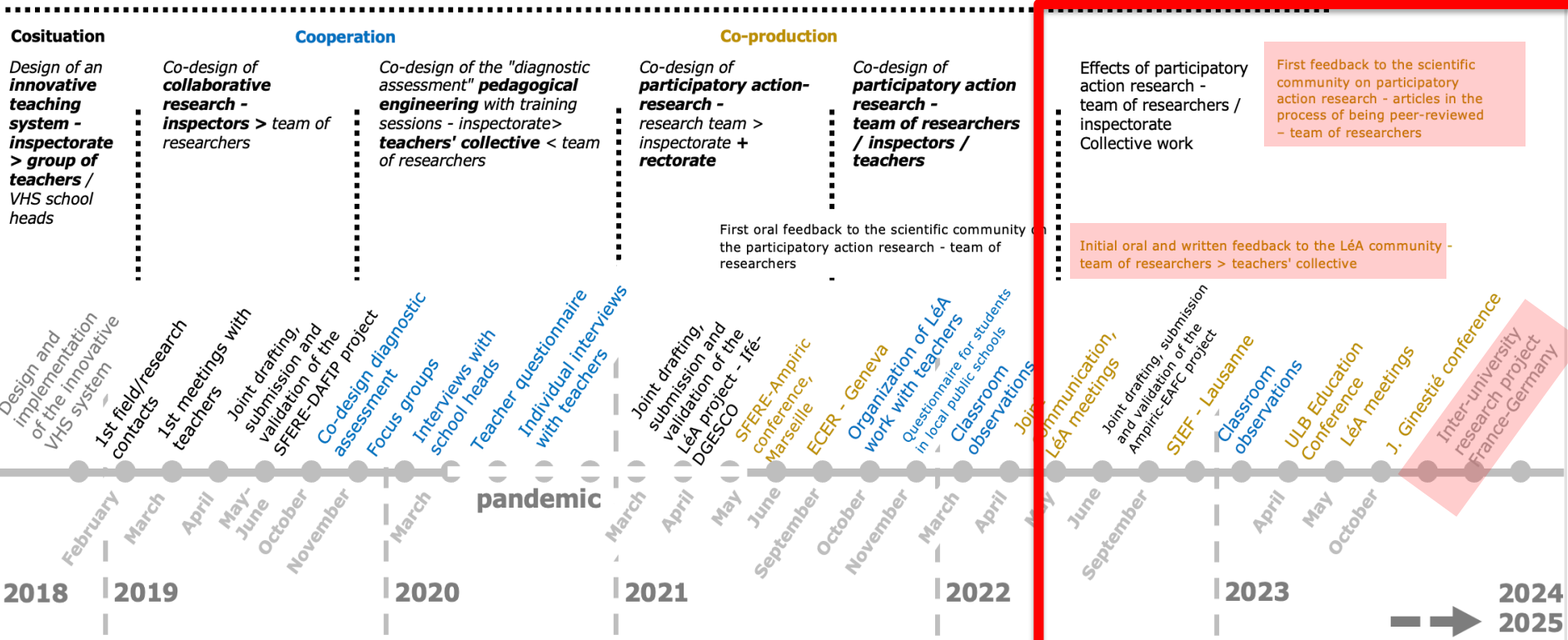
# Presentation outline

- 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

# References

Amigues, R., Faïta, D., & Saujat, F. (2004). L'autoconfrontation croisée : Une méthode pour analyser l'activité enseignante et susciter le développement de l'expérience professionnelle. *Bulletin de psychologie*, 57(469), 41-44.

<https://doi.org/10.3406/bupsy.2004.15298>

Arrighi, J.-J., & Gasquet, C. (2010). Orientation et affectation : la sélection dans l'enseignement professionnel du second degré. *Formation emploi*, 109(janvier-mars).

<https://doi.org/10.4000/formationemploi.2814>

Beckers, J., & Leroy, C. (2010). Entretiens d'autoconfrontation dans un dispositif de formation initiale des enseignants : mise au point d'une méthodologie et premiers résultats. *Actes du congrès de l'Actualité de la recherche en éducation et en formation (AREF)*, <https://plone.unige.ch/aref2010/symposiums-longs/coordonateurs-en-b/dispositif-professionnalisant-de-formation-initiale-des-enseignants/Entretiens%20d'autoconfrontation.pdf>

Bertone, S., & Saujat, F. (2013). La réflexivité comme instrument de formation par l'alternance et de développement de l'activité professionnelle des enseignants. *Activités (Vitry-Sur-Seine)*, 10(2). <https://doi.org/10.4000/activites.790>

Boubée, N. (2010). La méthode de l'autoconfrontation: une méthode bien adaptée à l'investigation de l'activité de recherche d'information?. *Études de communication*, 35, 47-60.

Chaliès, S., Gaudin, C., & Tribet, H. (2015). Exploiter la vidéo dans les dispositifs de formation des enseignants novices : Conceptualisation et discussion théoriques à partir d'une étude de cas en EPS. *Revue française de pédagogie*, 193(4), 5-24. Cairn.info.

<https://doi.org/10.4000/rfp.4880>

Cicurel, F. (2016). Reconfigurer l'action enseignante pour la (re) découvrir : Traces du répertoire didactique évolutif. *Phronesis*, 5(3-4), 16-27.

Clot, Y., Prot, B., & Werthe, C. (2001). *Clinique de l'activité et pouvoir d'agir*. Éducation permanente. <https://go.exlibris.link/KZrfSXkN>

Dionne, L., Lemyre, F., & Savoie-Zajc, L. (2010). Vers une définition englobante de la

communauté d'apprentissage (CA) comme dispositif de développement professionnel. *Revue des sciences de l'éducation*, 36(1), 25-43. Érudit. <https://doi.org/10.7202/043985ar>

Greggio, S., Silva, M., Denardi, D., & Gil, G. (2008). Systematizing studies in the area of language teacher education at the English Graduate Program at Universidade Federal de Santa Catarina. *Revista Brasileira de Linguística Aplicada*, 9, 245-263.

<https://doi.org/10.1590/S1984-63982009000100012>

Jellab, A. (2017a). *Enseigner et étudier en lycée professionnel aujourd'hui : Éclairage sociologique pour une pédagogie réussie*. <https://go.exlibris.link/fSwsK10B>

Jellab, A. (2017b). La professionnalisation des enseignants du secondaire en France. Entre injonctions institutionnelles et approche sociologique. *Éducation et socialisation*, 46.

<https://doi.org/10.4000/edso.2669>

Kloetzer, L. (2018). VET as transformative, collaborative research : Cross self-confrontation, dialogical artefacts, and the development of organizational dialogue in a Swiss factory. *NordYrk*, 7(2), 63-83. <https://doi.org/10.3384/njvet.2242-458X.177263>

Lansade, G. (2021). Dans les coulisses de l'inclusion scolaire. D'une inclusion sans condition à une inclusion différenciée. *La nouvelle revue - Éducation et société inclusives*, 89-90, 2(3), 47-63. <https://doi.org/10.3917/nresi.090.0047>

Ministère de l'Éducation Nationale et de la Jeunesse. (2023, mai). *12 mesures pour faire du lycée professionnel un choix d'avenir pour les jeunes et les entreprises*. Education.gouv.fr. <https://www.education.gouv.fr/12-mesures-pour-faire-du-lycee-professionnel-un-choix-d-avenir-pour-les-jeunes-et-les-entreprises-378032>

Troger, V., Bernard, P.-Y., & Masy, J. (2016). Le baccalauréat professionnel : impasse ou nouvelle chance ? PUF. <https://doi.org/10.3917/puf.troge.2016.01>

Verdier, É. (2001). La France a-t-elle changé de régime d'éducation et de formation? *Formation Emploi*, 76(1), 11-34. <https://doi.org/10.3406/forem.2001.2444>

Yvon, F., & Garon, R. (2006). Une forme d'analyse du travail pour développer et connaître le travail enseignant : L'autoconfrontation croisée. *Recherches qualitatives*, 26(1), 51.

<https://doi.org/10.7202/1085398ar>

# Thank you for listening