

CREAD EA 3875

Centre de Recherche sur l'Éducation, les Apprenstissages et la Didactique



<http://cread.bretagne.iufm.fr>

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 ?

The screenshot displays the Transana software interface, which is used for analyzing and transcribing audio and video data. The interface is divided into several panels:

- Top Panel:** Contains the menu bar (Fichier, Transcription, Outils, Options, Aide) and the file name: "Fichier vidéo: 'D:/Mes documents/corpus seances/Pontivy0405/séance 3/Pontivy3 Ok.avi'".
- Audio Panel (Bande audio):** Shows a red waveform of the audio signal. Below the waveform is a time axis with markers at 0:10:00.0, 0:20:00.0, 0:30:00.0, 0:40:00.0, and 0:50:00.0. The current time is 0:15:21.0, and the total duration is 00:52:58.9.
- Transcription Panel:** Displays the transcription of the audio. The text is as follows:

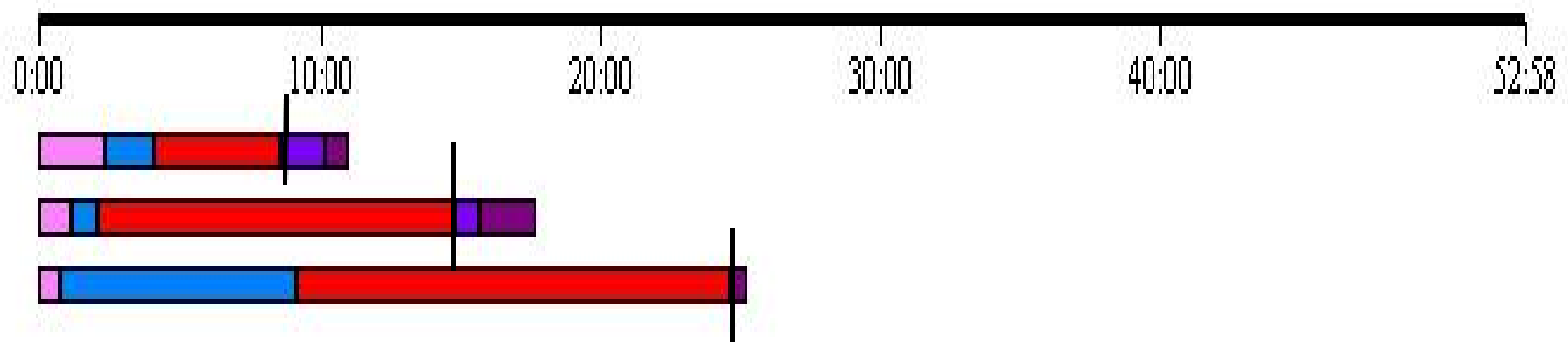
1 * :La séance commence... On continue à mettre en commun

2 P:STOP ! ...Le dernier Harry Potter? Ah, non, j'ai pas lu ! Si tu me faire la fiche, j'veux bien ... Et en plus, j'aime pas Harry Potter. Tu me fais la fiche. Tu me fais dix questions, avec 3 réponses possibles et tu m'entoures les bonnes réponses et t'auras 10. Parce que moi, de toutes façons, j'veais pas le lire, alors... Euh, ... les fiches métiers, là pour le stage...Lundi, pour ceux qui ne sont pas au courant, on va au cinéma voir Vipère au poing. Donc, normalement, vous sortirez de cours à , à 10h moins le quart. Qu'est ce que vous avez lundi à , à 10h moins le quart ? ... Bon , les profs vont avoir un mot ...Donc vous sortirez avant ...Autre problème, Chut ... , avant de commencer le cours ...Euh, Valentin était responsable du cahier
- Video Panel (Fichier vidéo):** Shows a video player with a play button and a progress bar. The video is currently stopped (Arrêté).
- Data Panel (Données):** Contains a tree view of the data structure. The tree is organized as follows:
 - Base de données
 - Extraits de l'épisode
 - Extraits choisis
 - Mots-clés
 - Regulation
 - En premier ?
 - Tout le monde

Série: Pontivy

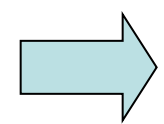
Graphe pour les mots-clés de la série

Séance 1 0405
Séance 2 0405
Séance 3 0405



Légende

- Construction des certitudes : Apport direct
- Construction des certitudes : par effet autorité
- Construction des certitudes : par élaboration collective
- Gestion incertitude : Appui sur le milieu
- Gestion incertitude : Réticence sur l'objet de savoir



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

S
O
U
R
C
E



Our actual use of Transana

P
R
O
C
E
S
S

- ***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

- R** • *Is it possible and should it be possible to*
- E** *organize the categories without referring to an*
- S** *underlying theoretical tool?*
- U** • *Transana: a tool to reduce the gap between*
- L** *qualitative and quantitative research?*
- T** • *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

S • **Objectives**

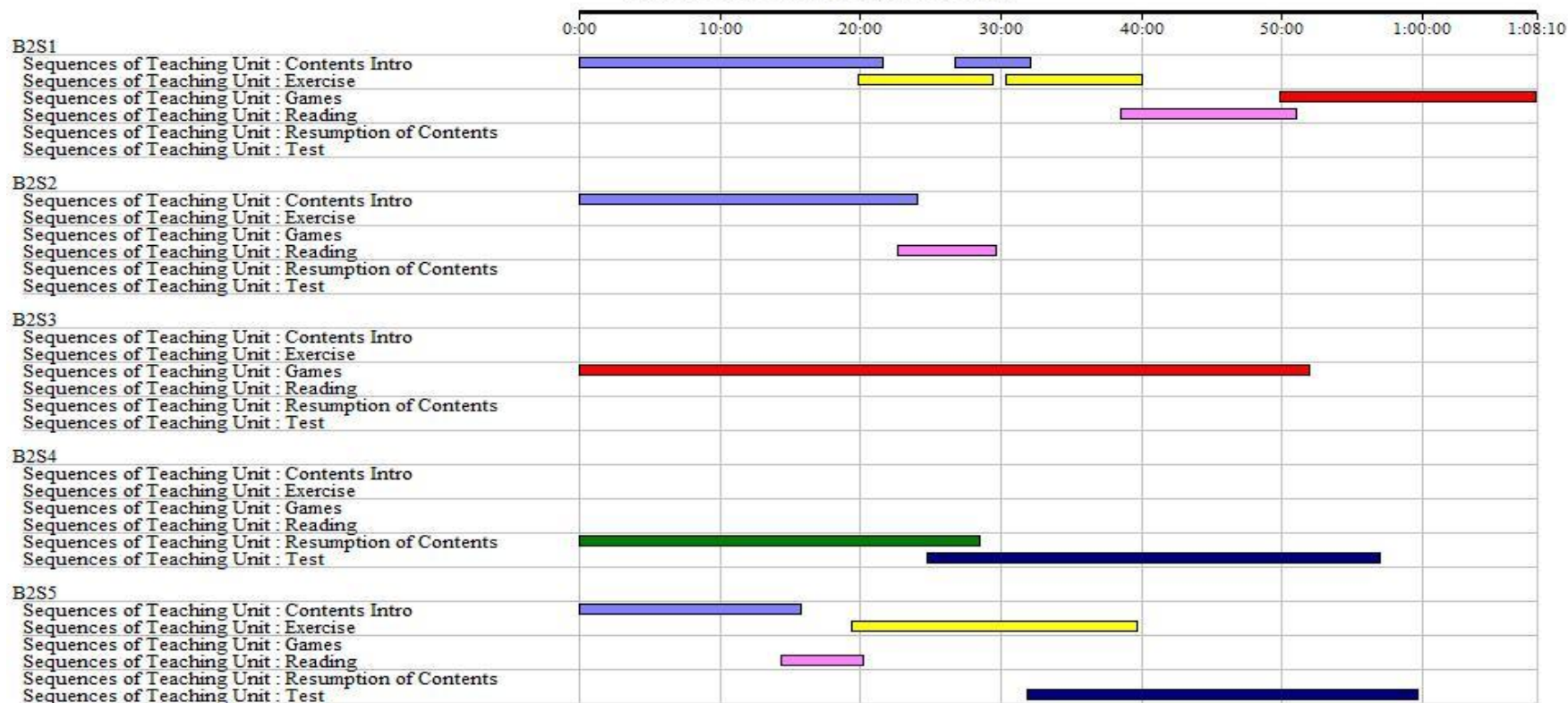
- O** – Study teaching methods of native speaker teachers in the foreign language class for Thai learners.
- U** – Examine how the teachers introduce learning contents
- R** – Characterize teaching and learning activities
- C**
- E**

Study of the teaching unit

• Five science lessons in English in a bilingual class

Series: B2

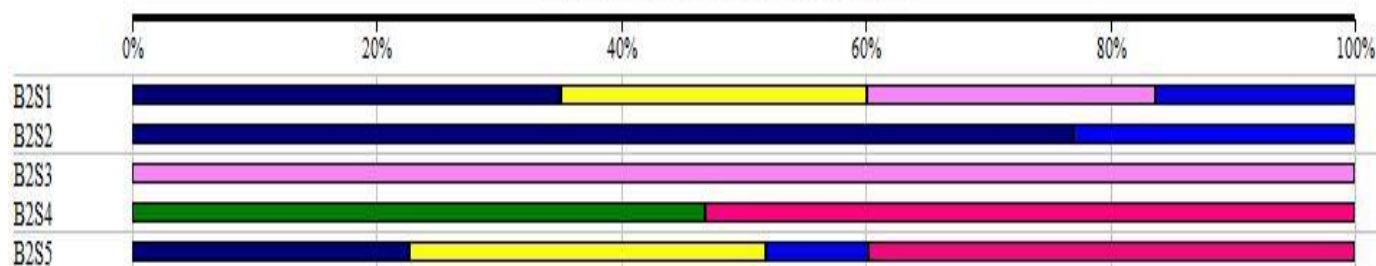
Series Keyword Sequence Map



Continuation with Transana

Series: B2

Series Keyword Percentage Graph



Legend:

- Sequences of Teaching Unit : Contents Intro
- Sequences of Teaching Unit : Exercise
- Sequences of Teaching Unit : Games
- Sequences of Teaching Unit : Reading
- Sequences of Teaching Unit : Resumption of Contents
- Sequences of Teaching Unit : Test

- **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

Lessons A
5 other teachers
3 generations

Lessons B
4 other teachers
Television news /
newspaper

2 epistemic inquiries : Infographic's semiotic
and linguistic enunciation (erase status)

Ordinary teaching unit (Macro)

Lesson 1

Lesson 2

Lesson 3

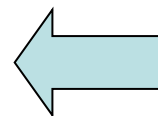
Uncertainty in media education :

- S**
O
U
R
C
E
- ***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

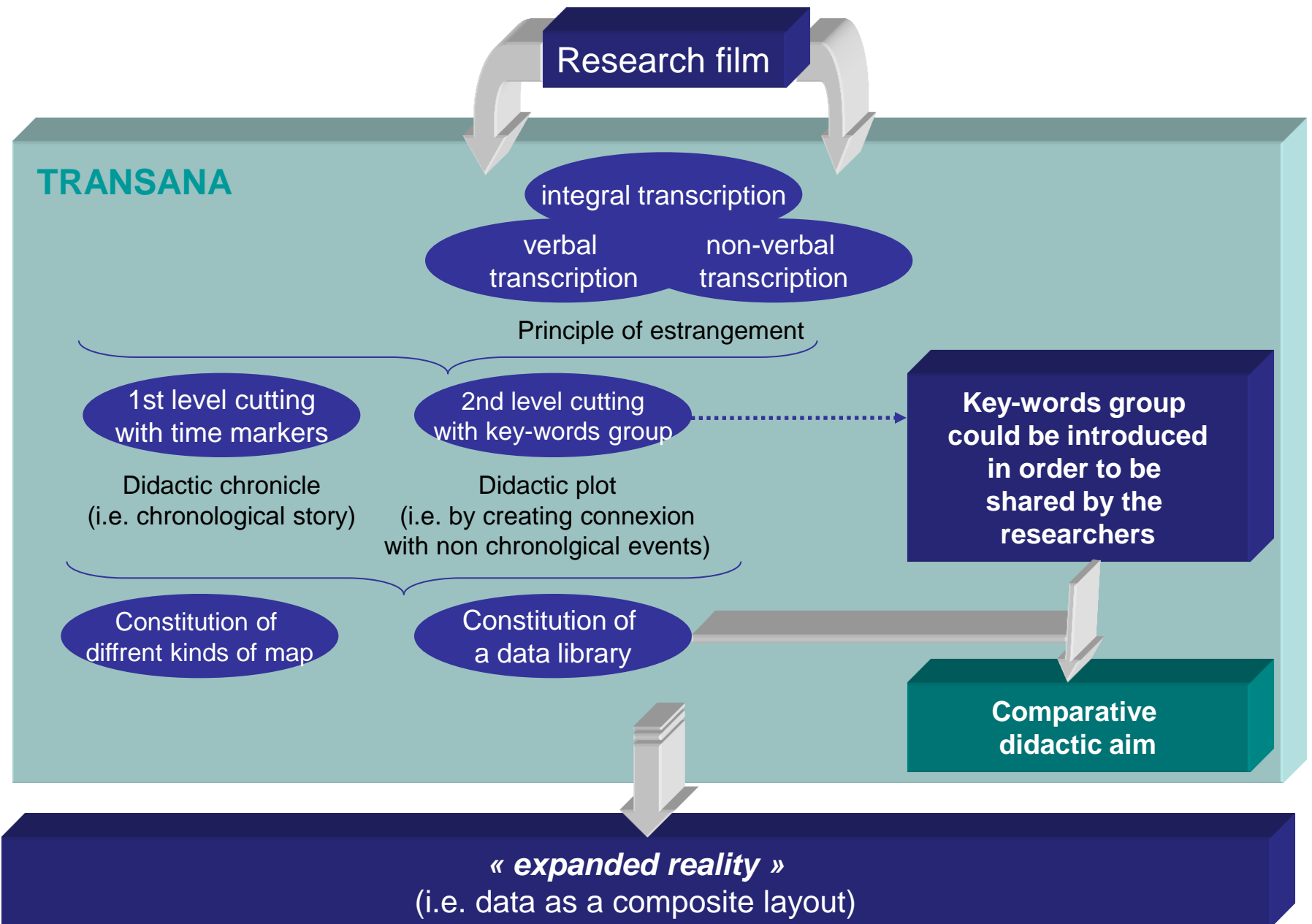
First, we only worked on the text. We focused on enunciation (Up and down) and co-enunciation so as to show the place of the teacher and of an epistemic student.

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.**



Research film

TRANSANA

integral transcription

verbal transcription

non-verbal transcription

Principle of estrangement

1st level cutting with time markers

Didactic chronicle (i.e. chronological story)

2nd level cutting with key-words group

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

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

Constitution of different kinds of map

Constitution of a data library

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...