

# Insights on the exchange in LECU and SINAN by a silent observer from a Scholarship of Teaching and Learning perspective

Concluding LECU-SINAN Symposium  
Across Borders: Transcultural Experiences and Pedagogic Insights in  
Teacher Education  
November 1 to 3, 2021

Barbara Class



# Outline

- Some background information
- Observation conducted and data produced
- Reflections

# Who I am and how this observation project started

- Trained in languages, education technologies - PhD in 2009
- Teaching qualitative research in education since 2014 at Master's level + different on-line courses on the use of EdTech
  
- Saw on Tunisian news that a Swiss delegation started a scientific cooperation
- Contacted Samir – agreed that I would be better as a researcher since I am not directly involved in teacher training and talked about comparing SINAN & LECU
- With Samir and Monica, we worked on SCOPE => backbone of the research
- Started observations with the first LECU meeting – March 2018

# Understand transcultural exchange in international academic network

**Results**  
Context

**Results**  
Funding

**Results**  
Group

**Results**  
Individual

**Results**  
Organ.

**Results**  
Comparison

**Results**  
Publication

Greater Understanding of transcultural exchange in international academic networks

Discussion & Conclusions

Basics & literature

Reporting

Contribute with a new theory

LECU (CA/IB/KOS/CA)

SINAN (TUE/661/CA)

+2 light blue sticky notes

Writing Proposal

Project meetings

Finding Funding Program

Literature review

Letters of Recommendation

Main ...

Adaptation

CIGTA

Articles for several analysis

Consent form

Int. protocol

Conducting (schedule)

Transcription analysis (CIGTA)

Peer ...

Task satisfaction

on-line

Interviews with peers + supervisors

Analysis of results at LECU & SINAN

Comparison online

Looking

External Babaya

M, B, S

# Role and observation performed

- Naturalistic observation with an insider role, taking part to all events and in contact with participants
- Semi-structured observation: grid (agenda of issues) but open
- Data gathered :
  - Physical setting (environment)
  - Human setting (organisation of people)
  - Interactional setting (planned, verbal, formal) – Content wise
  - Programme setting (resources, pedagogy, curricula)

Morrison, K. (1993) *Planning and Accomplishing School-Centred Evaluation*. Dereham, UK: Peter Francis  
Cohen, L., Manion, L., & Morrison, K. (2011). *Research Methods in Education* (7th ed.). Routledge Falmer.

# Observation grid

Template for reporting the different moments of the workshop  
 inspired by Le Compte & Preissle (1993, pp 199-200) and Spradley (1980, p. 78)

What do people feel and how do they express this? .....	3
IX. Rules .....	3
What rules govern the social organisation of, and behaviour in, the event? .....	3
Who takes decisions and for whom? .....	3

I. Space .....	2
How does the physical space look like? .....	2
How are participants behaving in this room? .....	2
« Routines », do participants seem to be comfortable with this kind of room, room setting? Are there shared implicit rules? .....	2
II. Actors .....	2
Who is in the group/scene/activity and who is taking part? .....	2
How many people are there, their identities and their characteristics? .....	2
How do participants come to be members of the group/event/activity? .....	2
What are the statuses and roles of the participants? .....	2
III. Goals .....	2
What are actors trying to achieve? .....	2
IV. Event and activities .....	2
What do actors do to try achieving this goal? .....	2
What is taking place? What activities do actors perform? .....	2
What kind of attitude do actors show? .....	2
Where does the event take place? .....	3
What rules govern the social organisation of, and behaviour in, the event? .....	3
Why is this event occurring, and occurring in the way it is? .....	3
How are activities being described, justified, explained, organized, labelled? .....	3
V. Time .....	3
When does the event take place? .....	3
How long does the event take place? .....	3
How is time used in the event? .....	3
What is the sequence of activities and events at the macro and micro level? .....	3
VI. Objects .....	3
Which objects are available in the room for use within activities? .....	3
What objects and resources are being used in the scene and for which use? .....	3
VII. Topics discussed .....	3
What appears to be the significant issues that are being discussed? .....	3
Which topics are discussed and what kind of attitude do they provoke? .....	3
Which languages are used and for what? .....	3
VIII. Feelings .....	3

LeCompte, M., & Preissle, J. (1993). Ethnography and qualitative design in educational research (2 ed.). Academic Press  
 Spradley, J. P. (1980). Participant Observation. Fort Worth.

# Process

Taking quick notes by hand or on the computer and cleaning them up very rapidly (evening or next days, adding pictures, schemas, etc. if available)

RL : La formation est morcelée et éparpillée entre 3 ministères : a) femme, famille, enfance, b) affaire religieuse et c) éducation.

Moham : qui domine ?

RL : a)

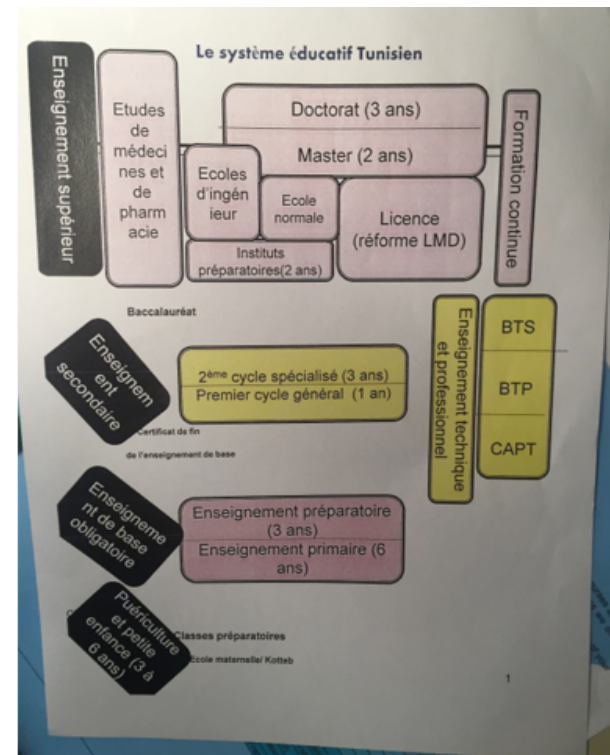
RL : Les crèches (3 mois à 3 ans, âge des enfants) et jardins d'enfant (3-5 ans) sont sous a) ; année avant l'entrée en primaire (5-6 ans) par c) ; coranic schools (kouttebs) sous b). Pre-school and what is before primary is not compulsory (6).

Principal 2ary school : Who employs teachers ?

RL : Les jardins d'enfants sont privés à 90%. Le jardin d'enfant focalise sur le développement et la vie en groupe alors que la classe préparatoire se concentre sur la préparation à l'écriture et lecture. Taux de fréquentation : 51% en jardin d'enfant avec grande disparité entre le milieu rural et urbain. 90% pour classe préparatoire et 97% pour école primaire avec disparition des disparités. Payants avant le primaire. Statistiques de 2013-4.

Les crèches, et jardin d'enfants sont avant tout gérés par le privé, ensuite par les associations, puis par les municipalités.

56% des cadres ne sont pas formés ni diplômés, 30% sont formés par une formation professionnelle de 6 à 9 mois, 14% des éducateurs en charge de la petite enfance sont diplômés par l'institution de Carthage (ISCE).



RL : La formation du préscolaire est morcelée et éparpillée entre 3 ministères : a) Le Ministère de la femme, de la famille, de l'enfance, b) Le Ministère des affaires religieuses et c) Le Ministère de l'éducation.

Mohamed : Who dominates ?

RL : Le Ministère de la femme, de la famille, de l'enfance

RL : Les crèches (âge des enfants : 3 mois à 3 ans) et les jardins d'enfant (3-5 ans) sont gérées par le Ministère de la femme, de la famille, de l'enfance ; la classe préparatoire, année avant l'entrée en primaire (5-6 ans), est gérée par le Ministère de l'éducation ; les écoles coraniques (Kouttebs) sont gérées par le Ministère des Affaires religieuses. Le nombre le plus important d'élèves se situe dans l'année préparatoire.

# Data available (but not pseudonymised)

- Data-LECU-Albania-Meeting2
- Data-LECU-Pristina-Meeting3
- Data-LECU-Shkodra-Meeting4
- Data-LECU-ZH-Meeting1
- Data-SINAN-CoordinationMeeting-12-13Dec2018
- Data-SINAN-March-2020
- Data-SINAN-TN-Meeting-November2019-5-9
- Data-SINAN-TunisianGroupOnly
- Data-SINAN-ZH-Workshop-March2019-13-15

2020-21: LECU and SINAN  
on-line trio works + focus  
groups Zoom recordings

## LECU 1

- 15-03-2018Observations\_intro\_LECUpart1
- 15-03-2018Observations\_intro\_LECUpart2
- 15-03-2018Observations\_intro\_LECUpart3
- 16-03-2018-DiscussionAfterVisitOfCoursesATPH
- 16-03-2018-DiscussionAfterVisitOfSchools
- 16-03-2018-VisitOfCoursesATPH
- 16-03-2018-VisitOfPrimarySchool
- 16-03-2018-VisitOfSecondarySchool
- 17-03-2018-DebriefingBySamirMonica
- 17-03-2018-IntroToPortfolioAndTrioWorksPart1
- 17-03-2018-IntroToPortfolioAndTrioWorks-Part2
- 17-03-2018-IntroToPortfolioAndTrioWorks-Part3
- 17-03-2018Observations\_final\_LECUpart1
- 17-03-2018Observations\_final\_LECUpart2
- 17-03-2018Observations\_final\_LECUpart3

## LECU 2

- 24-10-2018-SocialEvent\_ObsNotesBC\_v1\_12-11-2018
- 25-10-2018-ElBasan\_Part1\_TravelWelcomeCoffeeBreak\_ObsNotesBC\_v1\_12-11-2018
- 25-10-2018-ElBasan\_Part2\_ClassVisit\_ObsNotesBC\_v1\_12-11-2018
- 26-10-2018-Tirana-University\_ObsNotesBC\_v1\_12-11-2018
- 27-10-2018-Tirana-University\_ObsNotesBC\_v1\_12-11-2018

## LECU 3

- Fotos
- 27-03-2019-CityTour-Dinner
- 27-03-2019-MeetingUP-Introduction
- 28-03-2019-WholeDay
- 29-03-2019-WholeDay
- 30-03-2019-WholeDay

## LECU 4

- ImagesBC
- 20-11-2019-CityTour-Dinner
- 21-11-2019-WholeDay
- 22-11-2019-WholeDay
- 23-11-2019-WholeDay



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- Data-SINAN-March-2020
- Data-SINAN-TN-Meeting-November2019-5-9
- Data-SINAN-TunisianGroupOnly
- Data-SINAN-ZH-Workshop-March2019-13-15

## SINAN 3

- 09-03-2020-ZH-meeting
- 29-01-2019-TN-Group-MolkaObserver
- PV-Kawther-Reunion29-01-2019-TN-Group
- SlidesKawtherAmel-Reunion29-01-2019-TN-Group

## SINAN Preparation

- 12 and 13-12-2018-SINANCoordinatorMeeting

## SINAN 1

- 13-03-2019-ClassroomVisitsDebriefing-BC
- 13-03-2019-PHZHClassesAttendance-BC
- 13-03-2019-PHZHClassesAttendance-MB
- 13-03-2019-Welcome-AND-IntroToEducationSystems-MB
- 14-03-2019-EduReformCH-MB
- 14-03-2019-PrimarySchoolVisit-MB
- 14-03-2019-SchoolVisit-SecondarySchool-AND-MeetingWholeGroup-BC
- 14-03-2019-SpeedDatingToFormTrios-BC
- 14-03-2019-SpeedDatingToFormTrios-MB
- 15-03-2019-AfternoonSession-BC
- 15-03-2019-OneTrioWork-DAFA-MB
- 15-03-2019-PresentationHeinz-BC
- 15-03-2019-PresentationMohammedRizkallah-BC
- 15-03-2019-PresentationTrioWorkMonica-OneTrioWork-PAJAMO-BC

## SINAN 2

- 06-11-2019\_ReflectionProfilIdentityMonica\_BC
- 06-11-2019-Afternoon-TunisianEduSystem
- 06-11-2019-DuoPosterPresentationPlusDiscussion\_BC
- 06-11-2019-DuoWork-BC
- 06-11-2019-DuoWork-MB
- 06-11-2019-IntroductionSession\_BC\_MB
- 07-11-2019\_ClassesAttendance-BC
- 07-11-2019\_ClassesAttendance-MB
- 07-11-2019\_DiscussionAfterClassVisits\_BC
- 07-11-2019\_DiscussionAfterSchoolVisits\_BC
- 07-11-2019\_OnlineToolLearningObjectivesHeinz\_BC\_MB
- 07-11-2019\_ReflexivePractice-RafikTabbakh-BC-MB
- 07-11-2019-PrimarySchoolVisit-BC
- 07-11-2019-TrioWork-FKHAN-BC
- 08-11-2019\_ClosureMeetingSamir-BC-MB
- 08-11-2019-KamelHajjem-BC
- 08-11-2019-OneTrioWork-DAFACL-MB
- 08-11-2019-TrioPosterPresentationPlusDiscussion\_BC

# «We are used to your shadow»...

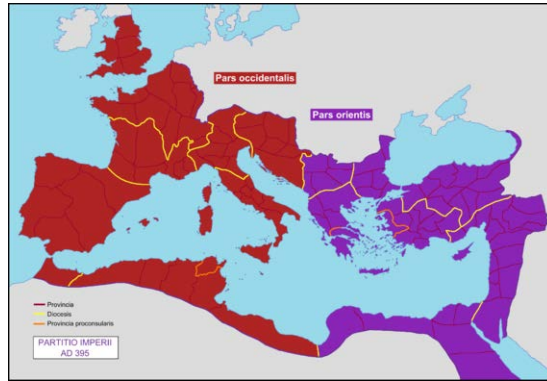
- **Thank you for your trust** and for letting me observe
- Challenging role for me who do not like to be tracked!  
=> Tried to take note of discussions as thoroughly as possible to build a collective memory
- Thanks to the peer observers: Sabrina, Molka and Amira

# Reflection

What I take out & questions

# 1- Background of countries... for a common future?

- Countries of both projects share a common Roman background and most probably other common history, culture, etc.



[https://fr.wikipedia.org/wiki/Division\\_de\\_l%27Empire\\_romain](https://fr.wikipedia.org/wiki/Division_de_l%27Empire_romain)

- Countries of both projects underwent «different challenges» between 395 AD and 2017... Wars, colonisation, geopolitical constraints, globalisation, etc.

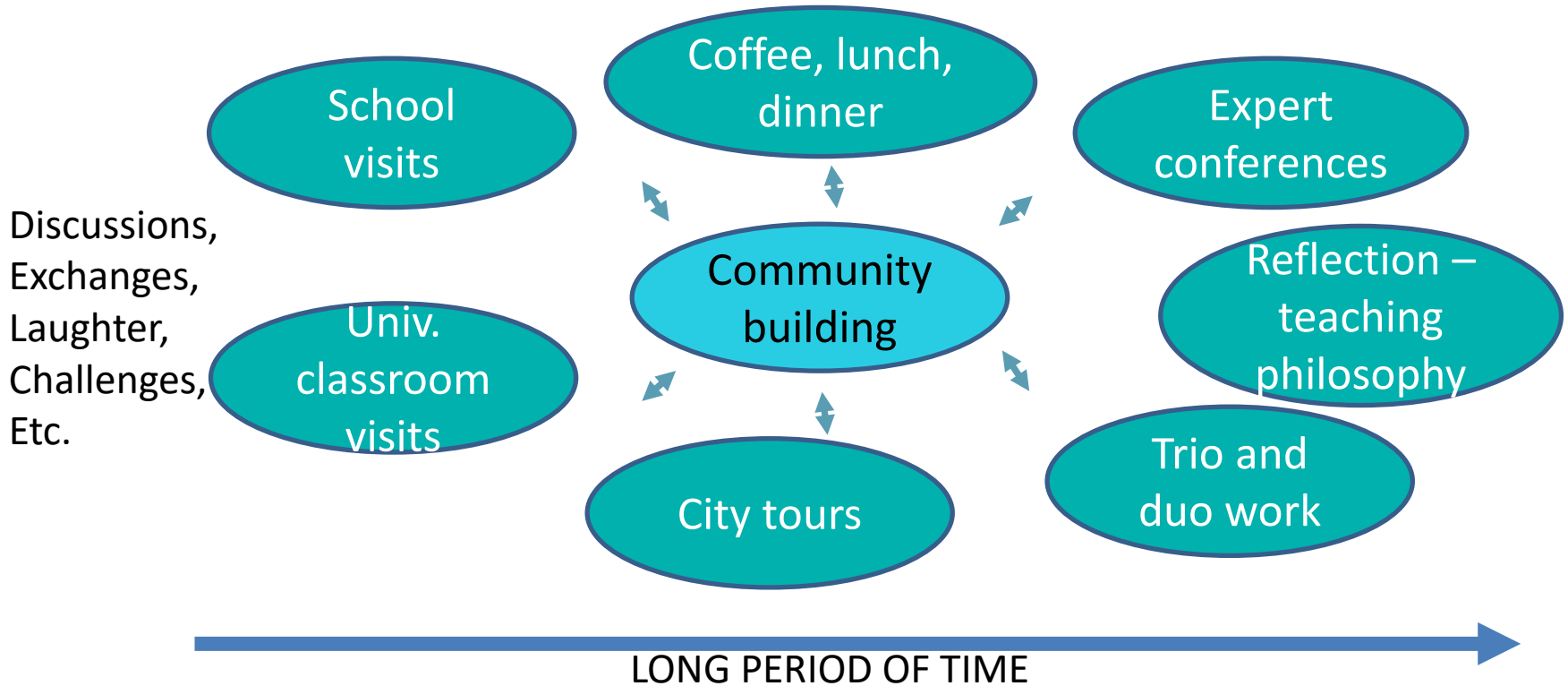
## 2- Content: teaching and learning

Competence-based education: where does it come from?

cf. *Essentials*, pp. 15-17

- Shift from teaching to learning
- Prepare a workforce with 21st century skills through the Bologna process
  - Harmonising HE in BA, MA, PhD
  - ECTS
  - Quality assurance (EQF, NQF)
  - Realign for the **knowledge-based economy**  
(e.g. lifelong learning, digitalisation)

### 3- Participants and design



Daele, A. (2017). Vers un modèle de compréhension des processus et de l'expérience d'apprentissage au sein des communautés de pratique. In E. Soullier & J. Audran (Eds.), *Communautés de pratique et management de la formation* (pp. 63-78). Presses de l'Université de Technologie de Belfort-Montbéliard.

Daele (2017, p. 70)

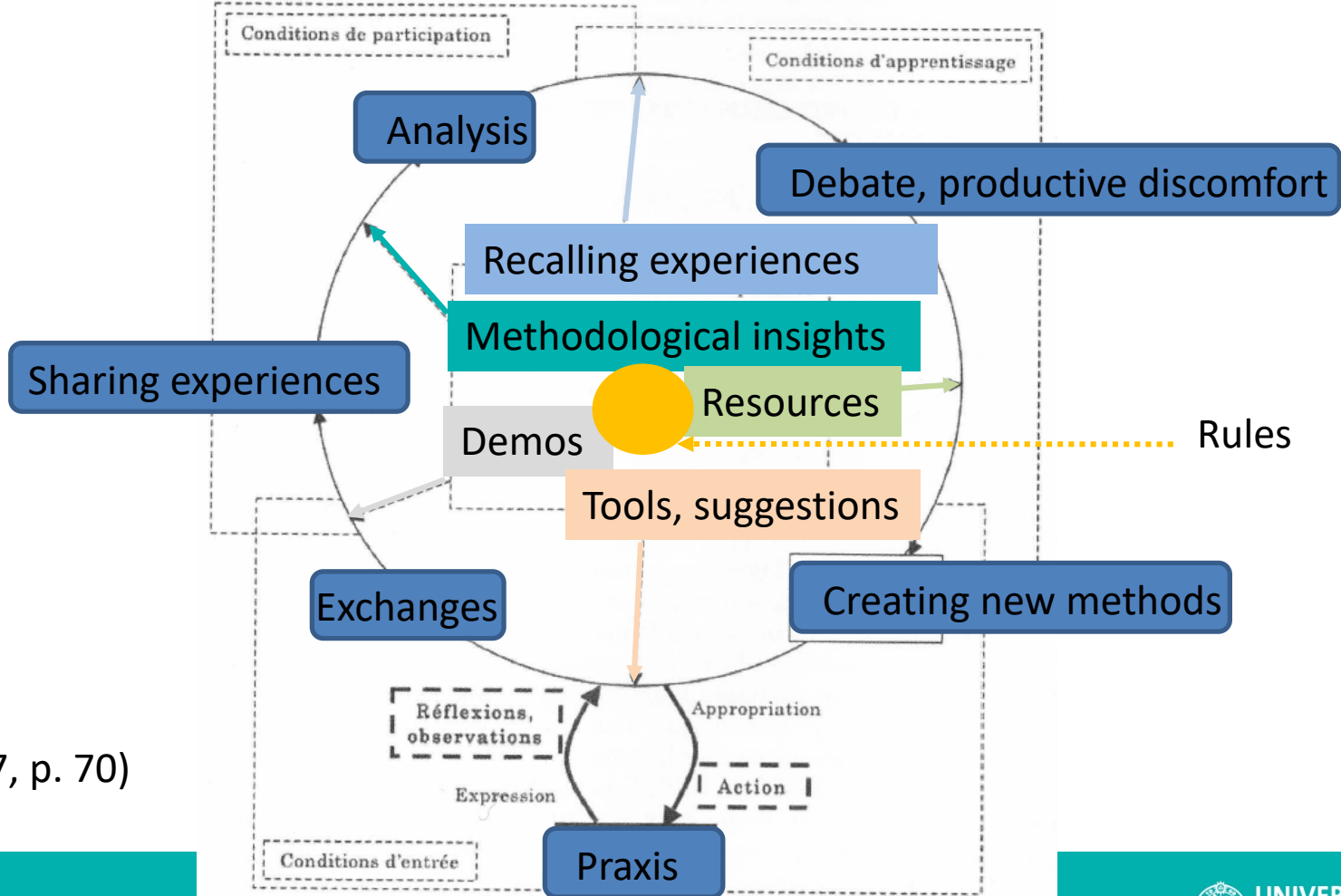


Figure 2 : Modèle du développement professionnel lors de la participation à une communauté de pratique.

# Why do you engage?

To create value at multiple levels

The more you engage, the more value you create

Rules: deep mutual respect, deep listening (no interruption), learning attitude, language diversity, responsibility



# From knowledge-based economy to knowledge-based society

Knowledge society	Modern society
Questioned norms, values, epistemologies, and methods - <b>Creation</b>	Unquestioned norms, values, epistemologies, and methods - <b>Reproduction</b>

Open Education & Open Science to build collective human intelligence  
Open = commons, commoning  
Open values: access, participation, transparency, empowerment

UNESCO. (2020). First draft of the UNESCO Recommendation on Open Science. <https://unesdoc.unesco.org/ark:/48223/pf0000374837>

UNESCO. (2019). UNESCO Recommendation on Open Educational Resources. <https://unesdoc.unesco.org/ark:/48223/pf0000373755/PDF/373755eng.pdf.multi.page=3>  
<https://edtechfrontier.com/2018/02/08/starting-anew-in-the-landscape-of-open/>

Thank you for your attention :)

Reactions?