

Teachers' pedagogical practices at the University of Antananarivo (UA)

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Outline



Issues



General theoretical framework



A thesis in three studies

➤ Focus on the Study 2

1. Issues

Issues

Changing relationship to knowledge (Beaucher, 2014): university can no longer simply dispense knowledge using transmissive methods;

Need to support learners in acquiring skills rather than dictating knowledge in French-speaking Africa (Hardman et al., 2012; Therriault et al., 2013);

Increase in so-called "active" pedagogical initiatives (Bachy, Lebrun & Smidts, 2010).

Issues (Continuation)

❖ Case of the University of Antananarivo (UA)

Local initiatives taken to improve teachers' pedagogical skills and the quality of learning:

- Pedagogical Support Unit & ICT (CAP-TICE) : Pedagogical Days on Pedagogical Innovation in 2017, 2018 and 2019 ;
- University Pedagogy Certificate (CPU) in 2019.



Characteristics of the teaching CONTEXT and course CONTENT

INFLUENCING
FACTORS ON
TEACHER'S SIDE

TEACHING PRATICES

BARRIERS AND
LEVERS to pedagogical
innovation

2. General theoretical framework

1. Teaching practices: A multidimensional concept

"All **actions implemented by teachers**, more or less consciously, with a view to getting students to acquire knowledge" (Duguet & Morlaix, 2018, p.141).

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(Duguet and Morlaix, 2018, p.141)



cognitive, material, relational and temporal conditions (Bru, 2006)

2. Six dimensions of effective teaching practices

Stronge et al., 2011

- **Vary teaching approaches** ;
- Clarify **objectives** ;
- Start with the **student learner** ;
- Use **technology** and adapted **teaching materials** ;
- Ensure student **comprehension** ;
- Evaluate learning **outcomes**: information gathering and **feedback**.

3. Determining factors in teaching practices

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Socio-demographic characteristics of teachers:
"Gender", "Age",
"Experience", "Status" and
"Grade".

De Boer et al., 2011 ;
Demougeot-Label & Perret, 2010

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Participation in previous
training courses

Lison, 2013 ;
Schon et al., 1994

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Lison, 2013 ;
Schon et al., 1994

Teacher- or student-centered teaching conceptions

Duguet & Morlaix, 2018 ;
Demougeot-Label & Perret, 2010

3. Determining factors in teaching practices

Teacher- or student-
centered teaching
conceptions

Duguet & Morlaix, 2018 ;
Demougeot-Lebel & Perret, 2010

3. Determining factors in teaching practices

- Teachers' beliefs related to the act of teaching, i.e., **how they understand and envision their role as teachers** (Hanin et al., 2020)
- **Pedagogical practices** determined by conceptions (Duguet & Morlaix, 2018 and Saussez & Loiola, 2009)

Teacher- or student-centered teaching conceptions

Duguet & Morlaix, 2018 ;
Demougeot-Lebel & Perret, 2010

3. Determining factors in teaching practices

2 categories of conceptions (Chi et al., 2018 ; Roberts, 2019) :

1. Traditional pedagogical conceptions

Student = receiver of knowledge and Teacher = holder of knowledge.

2. Active pedagogy conceptions

Student active in the learning process

Teacher- or student-centered teaching conceptions

Duguet & Morlaix, 2018 ;
Demougeot-Lebel & Perret, 2010

3. Components of a pedagogical activation device

Lison et al., 2014 ; Lison & Jutras, 2014

2. Active learning concepts

Active student in the learning process

3. Components of a pedagogical activation device

- **Pedagogical alignment** between Targeted learning outcomes, Learning Activities and Assessment
- **Student-centered** teaching
- Learning = **an evolution of knowledge and skills**
- Emphasis on **transfer** and application
- **Contextualization** of learning
- Anchored in a **socioconstructivist vision** of learning - **Interaction** with the environment

Lison et al., 2014 ; Lison & Jutras, 2014

2. **Active learning concepts**

Active student in the learning process

3. A thesis in three studies

➤ Focus on the Study 2

Study 1

- **Teaching conceptions and teachers' pedagogical practices** in higher education in Madagascar.

Study 2

- **In situ observations** of teachers' pedagogical practices in higher education in Madagascar: Adaptation and validation of the Teaching Dimensions Observation Protocol (TDOP)

Study 3

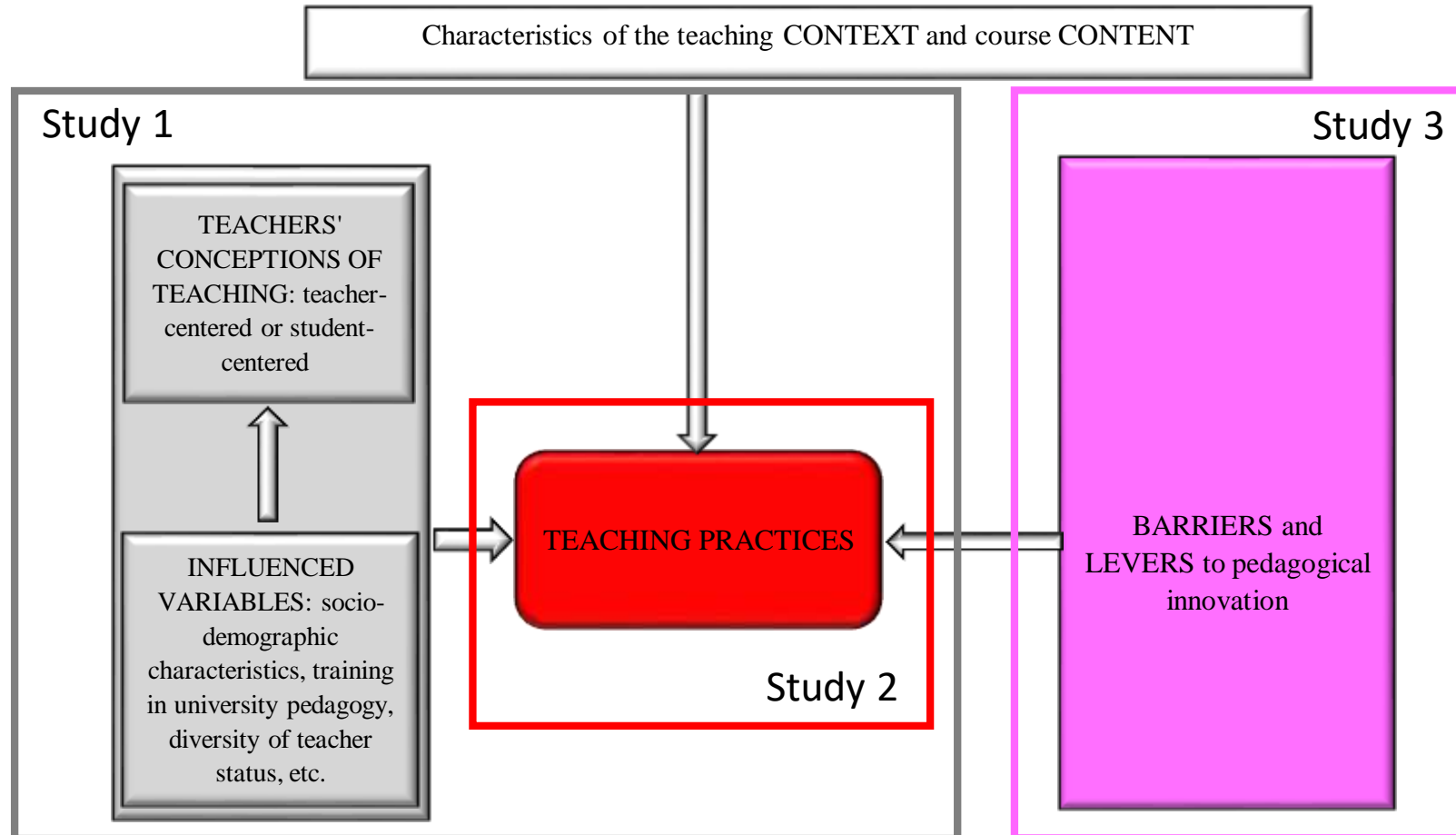
- Active pedagogies: **perceptions of obstacles and levers** by teachers (Pedagogical innovators VS Ordinary teachers) and their students.



Relevance to research

Initial research into active teaching practices at the UA

General diagram of reasoning and relationships between variables



Characteristics of the teaching CONTEXT and course CONTENT



FAC. EGS ET FAC. DPS



FAC. LETTRES



ECOLE. ESPA



ECOLE. ESSA



FAC. SCIENCES



FAC. MEDECINE



ECOLE. ENS



5 Facultés
3 Ecoles

TEACHING PRACTICES

Study 2

Objectives and research questions

Identify the nature and determinants of the actual teaching practices of UA teachers in situ, by adapting a quantitative observation tool: Teaching Dimensions Observation Protocol (TDOP).

RQ1

1. Is the **TDOP grid valid** and **reliable** in the Malagasy context?

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RQ2

What are the UA's **teaching practices**? How do they **diversify**?

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1. Is the **TDOP grid valid** and **reliable** in the Malagasy context?

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What are the UA's **teaching practices**? How do they **diversify**?

QR3

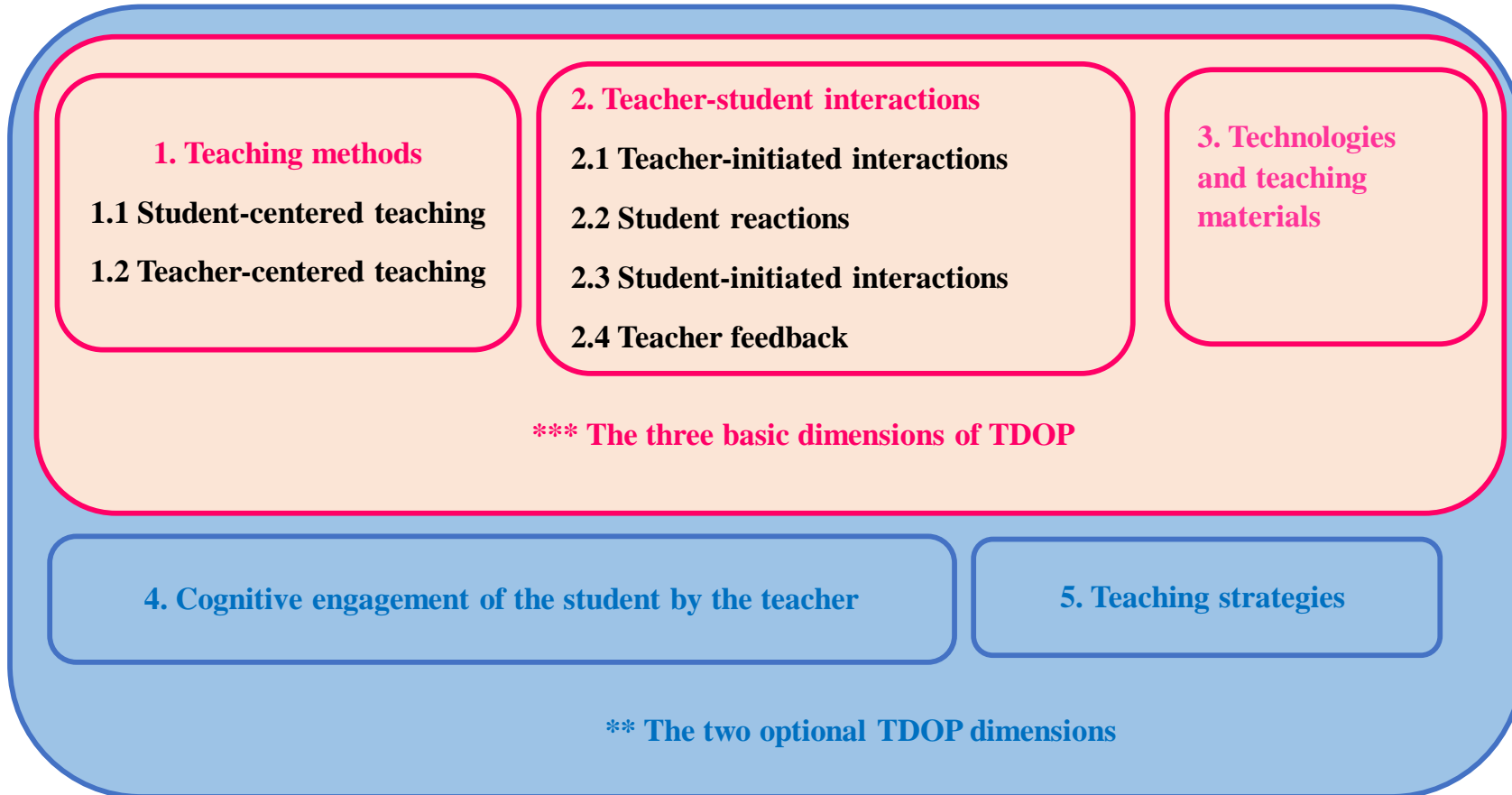
What **factors** can explain this **diversity** if it exists?

TEACHING PRACTICES

Study 2

Theoretical framework

Five dimensions of observed Malagasy practices



➤ **45 Codes**

➤ **5 Dimensions**

Adapting the TDOP (Hora et Ferare, 2014)
GO-DIMPes (Katamba, Frenay & Mukendi, 2023)

TEACHING PRACTICES

Study 2.

Methodology

Qualitative and confirmatory approach (Arborio & Fournier, 2021)

- **Direct observation of filmed class sessions** in all UA Schools/Faculties:
 - Observer with video capture (In situ audiovisual recordings) and TDOP grid (Observation Notes and Coding)
- Academic year 2021-2022 (Between March and August 2022).

Collected corpus



- **32** in situ audiovisual recordings of lesson sessions (32 classes)
- **1** hour of class per session/teacher observed

Sample characteristics

32 teachers observed in the various Schools/Faculties (UA)

- **13** CPU-trained teachers ;
- **8** Teachers trained (CAP-TICE and Pedagogical days) ;
- **11** untrained teachers.

Progress of Study 2

1. Field observations and data collection 
 2. Processing (work on coding videos of filmed lessons) and attempting statistical analyses of the data 
 3. Collaboration with coder-observers for double coding of videos (In progress);
 4. Drafting of the second part of the thesis manuscript (In progress);
 5. Writing of an article on Study 2 (In progress) ;
 6. Psychometric analyses (To do);
 7. Statistical analyses: descriptive and others (To do).
- **Advice and suggestions from you ???**

Thank you for your attention 😊!



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