Resources for teaching: How do teachers use, create and share them?

A literature review for the ReVEA project

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Introduction on literature review

How do teachers seek and choose their resources?
- What kind of resources?
- Implementation of curriculum
- Research of information and relevant resources

Teachers’ use of resources
- Interactions between teachers and resources
- The design of resources
- A major use of textbooks

Sharing and creating resources with colleagues
- Teacher networks and communities of practice
- Open Educational Resources
Introduction on literature review

- Literature review
  - Journals, books, reports, PhD…
  - Research networks, major researchers
  - Current knowledge from research (10 years) in an international perspective
  - Controversial issues on learning, teacher learning, higher education, K-12 education, youth…

- Unit "Veille & Analyses"
  - 10 literature reviews per year (6 members)
  - 8,000 subscribers (mailing list)
  - Collaborative bibliography (8,500 resources):
    http://wikindx.ens-lyon.fr/biblio_vst/
How do teachers seek and choose their resources?
What kind of resources?

- Types of resources (Adler, 2000)
  - Material resources
    - Printed resources (teachers’ point of view)
    - Digital resources (effects on student learning)
    - Objects used for didactic purpose
  - Human resources: teachers’ knowledge, collaborations
  - Cultural resources: students’ previous knowledge

- Curriculum materials
  - Central in research on resources
  - Implementation of curriculum
Implementation of curriculum

- **Intended curriculum**
  - Educative authorities
  - Curriculum materials (I): printed curriculum, teachers’ guides, examples of activities…

- **Interpreted curriculum**
  - Educational actors
  - Curriculum materials (II): textbooks, teachers’ documents…

- **Enacted curriculum**
  - Teachers, students
  - Materials: students’ productions, reviews of curriculum materials…
Research of information and relevant resources

Digital libraries and educational websites are not fully employed. Why?

- Resources have to be **visible** to be used
- Resources have to be **relevant**
- Difficulties to manage the Personal Learning Environment
- "Information inheritance" from colleagues
Teachers’ use of resources
Interactions between teachers and resources

- Teachers’ engagement, motivation in resources
  - Context
  - Teachers’ beliefs and knowledge

- Resources capacity of changing practices
  - Educative curriculum materials
  - Developing pedagogical design capacity

Perspectives on teachers’ professional development:
- Fostering ability to criticize resources
- Developing technological knowledge by creation of resources
The design of resources

- Iterative cycles of resources: teachers...
  - choose and interpret resources
  - match resources to their pedagogical goals
  - design resources
  - adapt resources after students’ reactions
  - redesign resources...

- Design of documents
  - Document: resource in use
  - Creation of documents ("documentary genesis")

- "Teacher works"
  - Based on a principal document
  - Germinate from one document
A major use of textbooks

What are researchers’ interests in textbooks?
- Understandings of teachers’ practices and students’ learning
- Image of society (history, gender…)
- Control from institutions (textbook integrity)

Can textbooks integrate learner-centred approaches?
- An example of a socio-constructivist approach
- A counter-example in language learning

From e-textbooks to (open) digital textbooks
Sharing and creating resources with colleagues
Open Educational Resources

- OECD (2007): facilitate creation and accessibility of learning objects
- 4R: re-use, redistribute, revise, remix
- Development of open copyright licenses and open tools
- Beyond resources accessibility: open practices
- Economic model
  - Open or freemium?
  - Interests of editors vs. interests of teacher communities
Teacher networks and communities of practice

- Sharing resources: from and for colleagues
- Teacher networks, online communities
  - Successful for research information and online possibilities
  - Less successful if production of resources masks sharing of practices
  - Many users, few creators
  - Core of networks: communities of practice
- Production of resources and collaboration
Perspectives

- Reflexions on quality of (digital) resources
  - Peer-review
  - Is testing resources in classroom enough?
  - Are teacher communities able to design curriculum materials without control?
  - Collaboration between researchers and teachers?
- Importance of teacher learning
  - Create resources help criticize them
  - Link resources to practice
References


Thanks for your attention

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