



Digital technology in school placement: self-confrontation interview instead of traditional post-lesson interview

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Introduction



The Physical Education Teacher in Training (PETT) is underpinned with intense emotions (Ria & Durand, 2013).

The traditional post-lesson student teacher interviews seem to be questioned by the literature (Bertone, Chaliès, Clarke & Méard, 2006; Descoedres & Jourdan, 2021).

It would appear that the supervisor supports the PETT emotionally, by masking his/her criticisms to protect him/herself, through overlooking the student's difficulties and mistakes.

Introduction

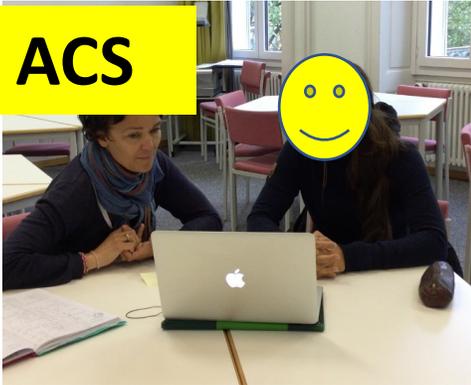


This presentation explains the findings from one study which aims to develop the professional activity of PETTs

- The study especially aims to understand how the subjective part of the profession promotes or hinders the professional development of PETTs.
- The actions of trainee teacher are a crossroad of intense emotions (Schutz, 2014), most notably those related to dilemmas (Lassila & Uitto, 2016), to unpredictability (Bullough, 2009) and to the shock of reality (De Mauro & Jennings, 2016).

Self-confrontation interview

ACS



Study, 5 PETTs, 4 understanding interviews

- 25 self-confrontation simple (ACS)
- 1 double instruction interview
- 6 self-confrontation crossed (ACC) / 1 collective
- **Total: 37** All were transcribed *verbatim*



ACC

Identification of development indicators in the language material. The presence of these potential development indicators in the discourse suggests potential development in professional activity of the worker (Bruno & Méard method, 2018)

Which effect does a **self-confrontation interview** have on PETTs during the school placement?

Results



- In the self-confrontation interviews, PETT's position is favourable to the development of his/her activity
- The interactions during the self-confrontation interviews fulfil their "realisation" function
- The expressions *I realise when I see this* or *I realise when I talk to her/him* or *I hadn't thought about it* appear as indicators of the potential development of the PETT's activity
- *It's difficult to observe ourselves when we are in activity*
- The PETTs explore new possibilities, new ways to teach

Discussion



In the case of the self-confrontation interviews, the supervisor can't

- a) hide the truth
- b) protect the PETT from his difficulties
- c) adopt masking strategies
- d) because the trace of the activity is present and cannot lie

All the protocols in this research led to professional problem solving.

The "if I could do it again" corroborates the findings of Hulme & Menter (2014)



Emotions lead to explore teaching alternatives and *the self-confrontation interviews* foster this development

Conclusion



Our results initiate reflection in teacher education

To conclude, we can say that despite the psychological cost of the self-confrontation interview,

we promote using digital technology in school placement with the help of the SCI in order to contribute to encourage the professional development of PETTs' activity.

Implementing digital technology during school placement improves PETTs' teaching and **lead to new professional skills.**

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