



12th International LAB Meeting - Summer Session 2008  
14th International Summer School

European Ph.D. on  
Social Representations and Communication  
At the Multimedia LAB & Research Center, Rome-Italy

Social Representations in Action and Construction  
in Media and Society

"Social Representations, Collective Memory and Socially  
Shared Emotions: narrative and experimental approaches"

From 26th July to 3rd August 2008  
[http://www.europhd.eu/html/\\_onda02/07/14.00.00.00.shtml](http://www.europhd.eu/html/_onda02/07/14.00.00.00.shtml)

Participants Presentations

European Ph.D

on Social Representations and Communication

International Lab Meeting Series 2005-2008

[www.europhd.psi.uniroma1.it](http://www.europhd.psi.uniroma1.it)  
[www.europhd.net](http://www.europhd.net)  
[www.europhd.it](http://www.europhd.it)



12th International LAB Meeting Summer (14th International Summer School)  
From 26th July to 3rd August 2008 in Roma (Italy)



# “ Of mice & masters ” :

Social Representations and Professional Representations  
of ICT  
for French (future) teachers in elementary school

**Stéphanie NETTO**      **Contact:** [netto@univ-tlse2.fr](mailto:netto@univ-tlse2.fr)

PhD student & assistant in Sciences of Education in University of Toulouse II - Le Mirail

Director: Michel BATAILLE & Tutor: Pierre RATINAUD

Team EA 799 CREFI - T / REPERE

## Double reading of ICT in elementary school

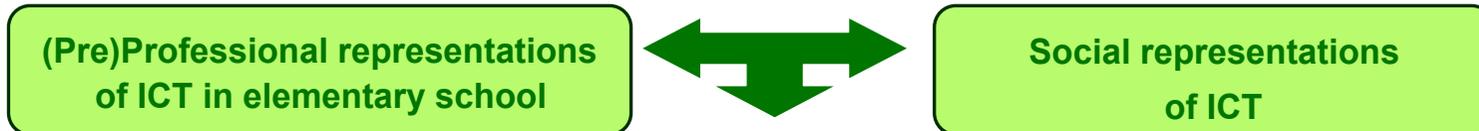
*Table 1 - Model of analysis of ICT in elementary school*



- **Key concepts:** Social Representations (Moscovici, 1961) & Professional Representations (Piaser, 1993)
- **Psychosocial approach of ICT:** see green element in this pattern

## Double reading of ICT in elementary school

*Table 1 - Model of analysis of ICT in elementary school*



- **Key concepts:** Social Representations (Moscovici, 1961) & Professional Representations (Piaser, 1993)
- **Psychosocial approach of ICT:** representational triptych (see green elements in this pattern)

## Double reading of ICT in elementary school

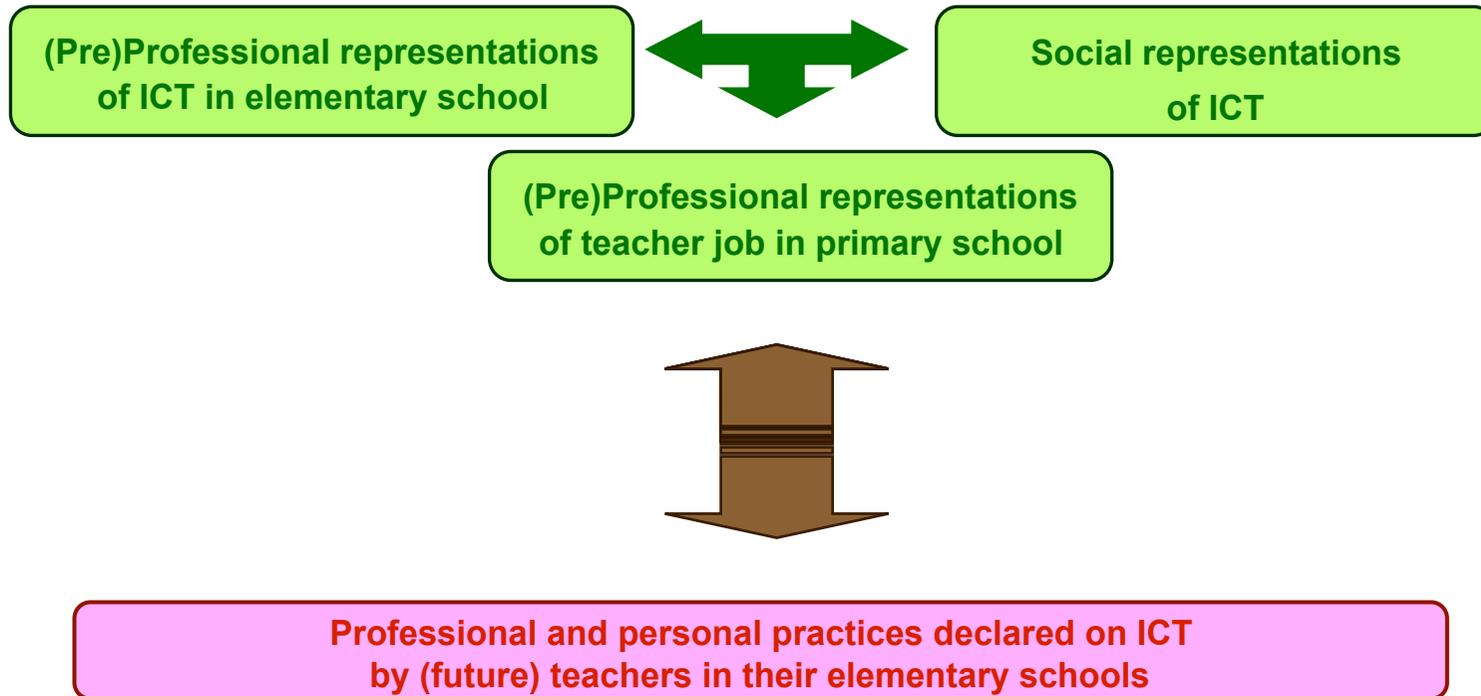
*Table 1 - Model of analysis of ICT in elementary school*



- **Key concepts:** Social Representations (Moscovici, 1961) & Professional Representations (Piaser, 1993)
- **Psychosocial approach of ICT:** representational triptych (see green elements in this pattern)

## Double reading of ICT in elementary school

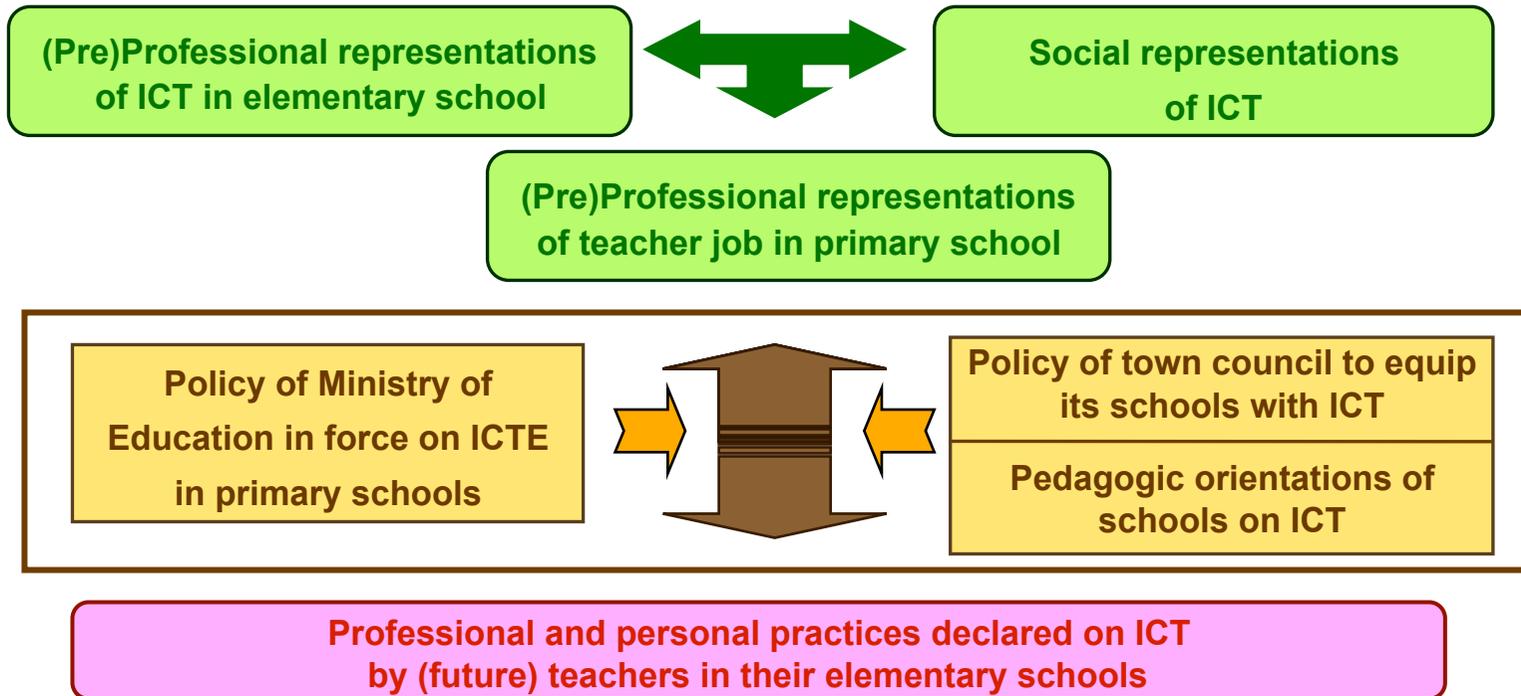
Table 1 - Model of analysis of ICT in elementary school



- **Key concepts:** SR (Moscovici, 1961) & PR (Piaser, 1993)
- **Psychosocial approach of ICT:** representational triptych (see green elements in this pattern) is in line with declared practices of (future) teachers

## Double reading of ICT in elementary school

Table 1 - Model of analysis of ICT in elementary school

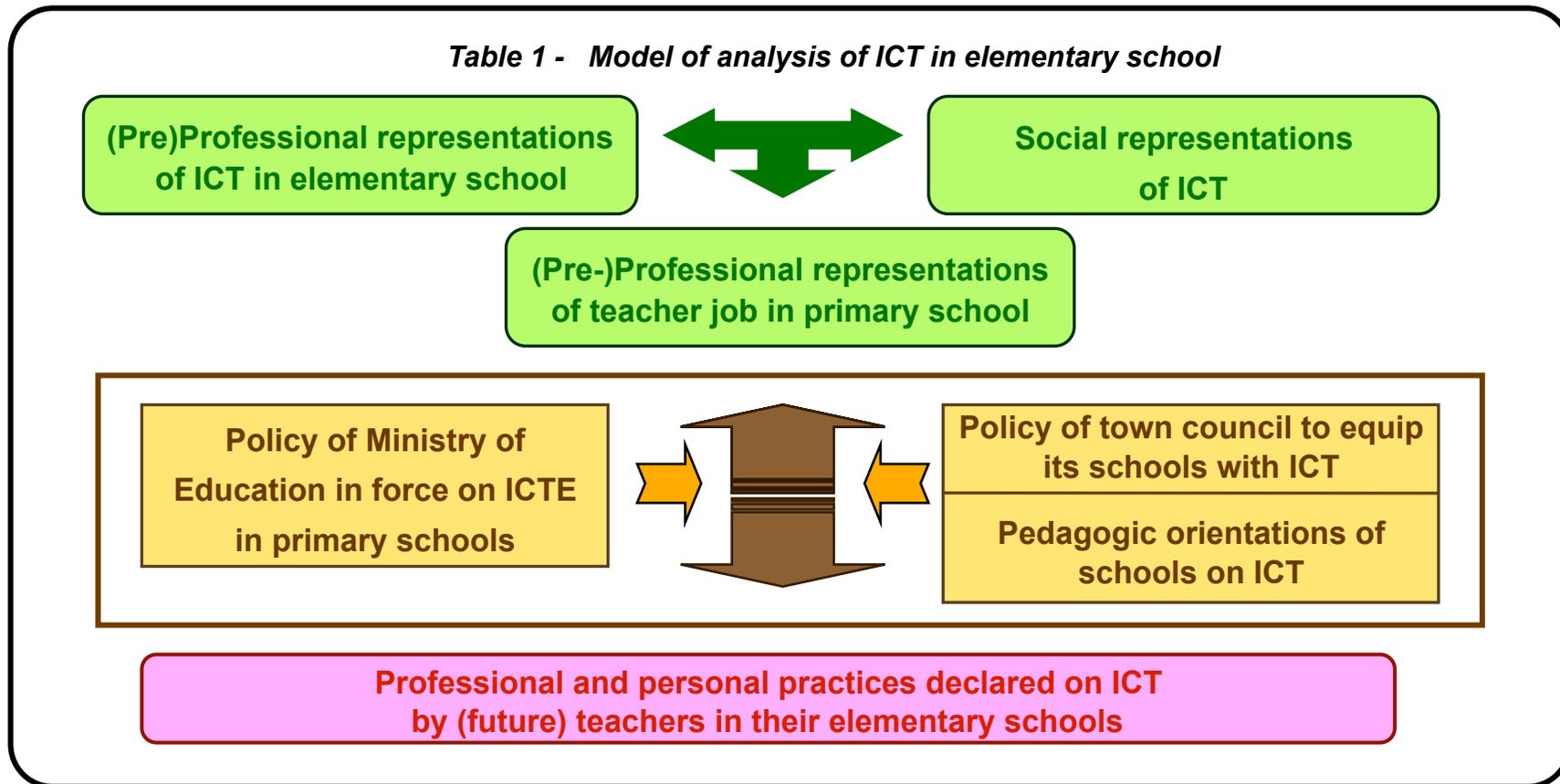


- **Key concepts:** SR (Moscovici, 1961) & PR (Piaser, 1993)
- **Psychosocial approach of ICT:** representational triptych (see green elements in this pattern) is in line with practices declared of (future) teachers
- **Local and national elements:** the 3 yellow rectangles in this pattern can influence representations and practices of (future) teachers

## Problematic...

- To find out how French teachers in elementary school & future teachers think and tell to use ICT, think their (future) profession
- Psychosociologic approach of ICT in elementary school (professional lives) and ICT in personal lives taking into account national and local variables in France
- Theory of « generating principles of standpoint » (Doise & Palmonari, 1986) and « Central Nucleus Theory » or CNT (Abric, 1976)

**Problematic around the process of professionalization**  
**with representational approach on 2 objects:**  
**« ICT » and « view of profession, teacher in elementary school" for teachers in French elementary school and future teachers (we take into account their multiple identities).**



**Hypothesis 1** : Professional representations of ICT in elementary school and social representations of ICT are different. They are also consistent with statements of practice, in ICT, for French (future) teachers in elementary school.

## Elements of methodology

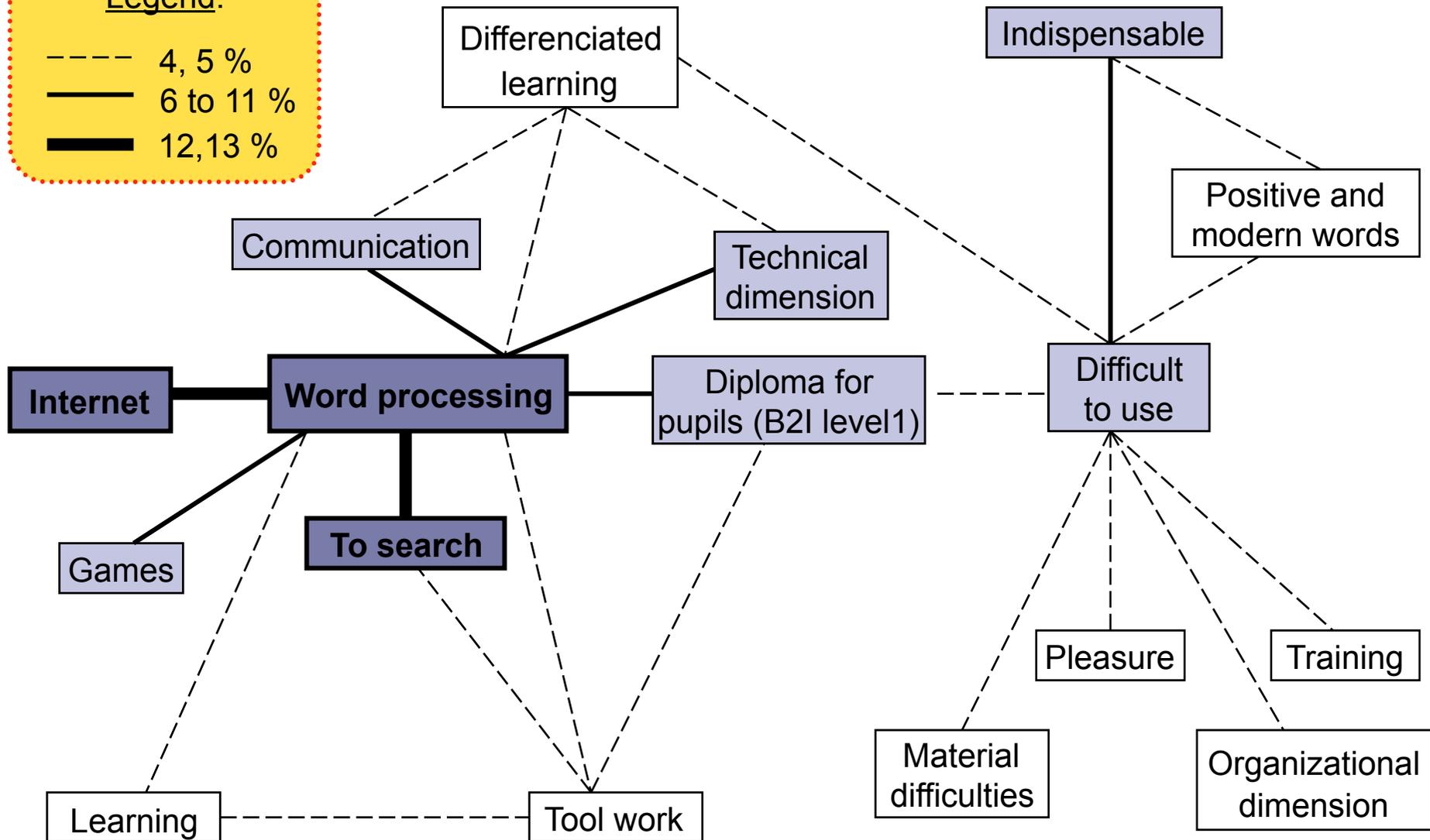
- Our protocol is composed by 2 questionnaires (N=420).  
Questionnaire n°1 for teachers (105 questions): N=245 given in all French territory (home country and DOM-TOM)  
Questionnaire n°2 for students (86 questions): N=175 given in 4 institutions (private institution CFP, public institution IUFM in local education authorities of Bordeaux and Toulouse)
  
- In each document, I have 4 parts:
  1. **Professional representations of ICT in elementary school**
  2. **Social representations of ICT**
  3. **Professional representations of teacher job in elementary school)**
  4. **Social and professional characteristics of interviewees)**
  
- For parts 1 / 2 / 3, I have a **free association question:**  
*Ex. Give 5 words or expressions that come to mind when I mentioned « teacher in elementary school », then arrange them in order of importance with numbers [1: word most important for you, 5 : word least for now].*

(For parts 1 / 2 / 3, I have a **test of verification task:**  
*Ex. According to you, can you tell that a person is teacher in elementary school if he does not work in a team? [yes / no / it depends / does not]).*

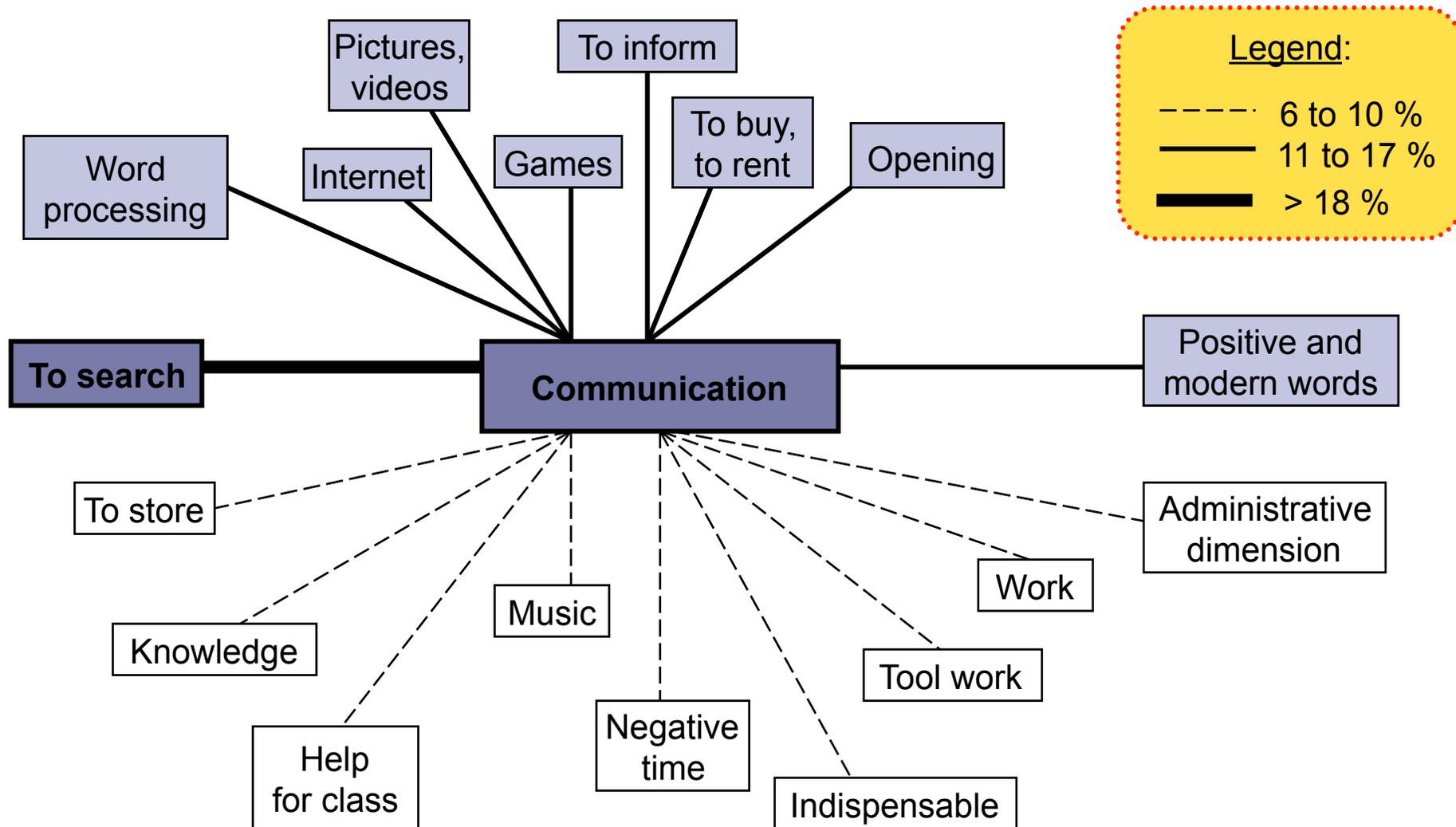
# ICT in elementary school for teachers (N=245) Maximum tree

**Legend:**

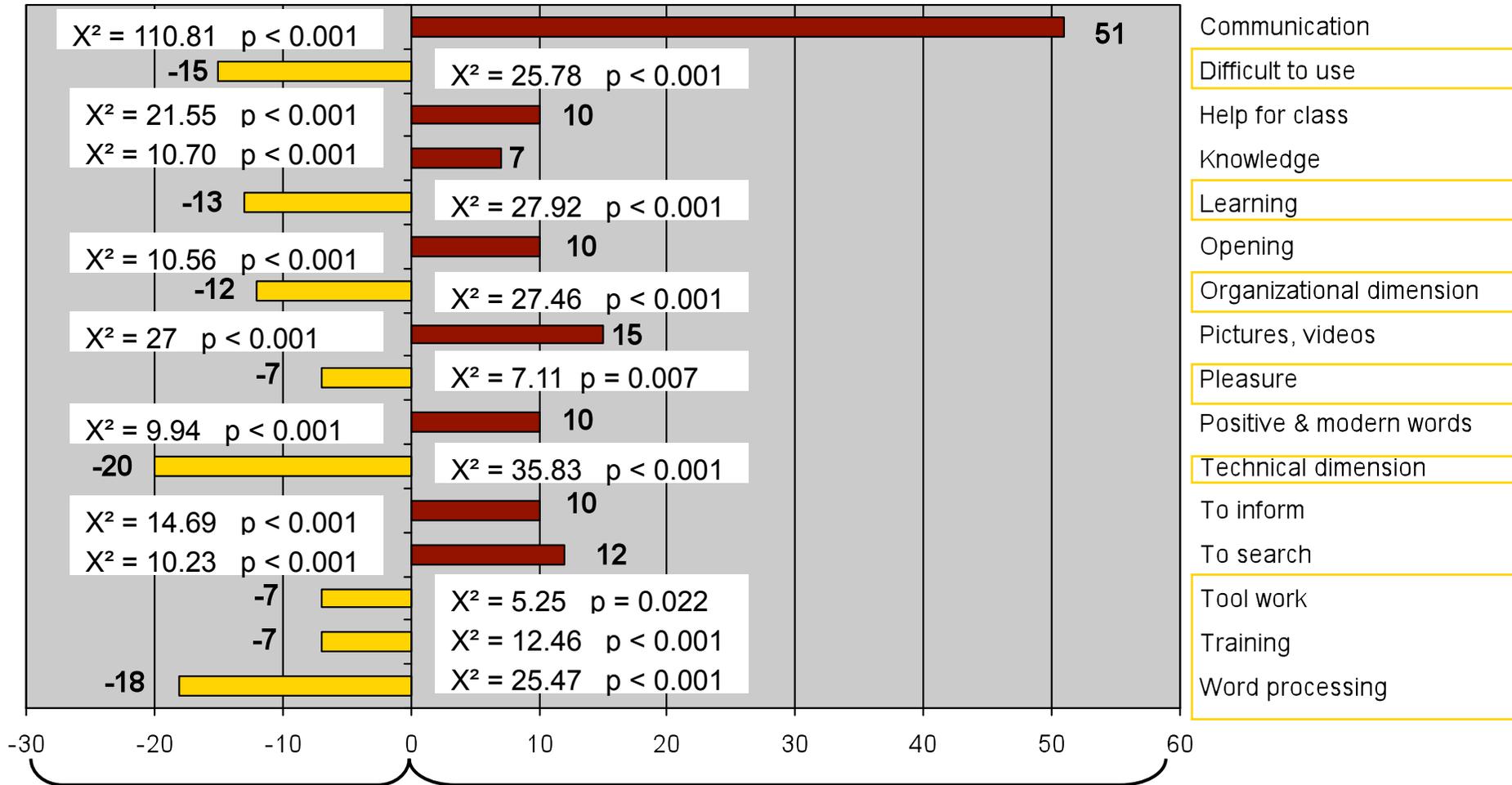
- 4, 5 %
- 6 to 11 %
- 12, 13 %



## ICT in private lives for teachers (N=245) - Maximum tree



### Differences between items of free association for teachers (N = 245): personal life versus professional life about ICT

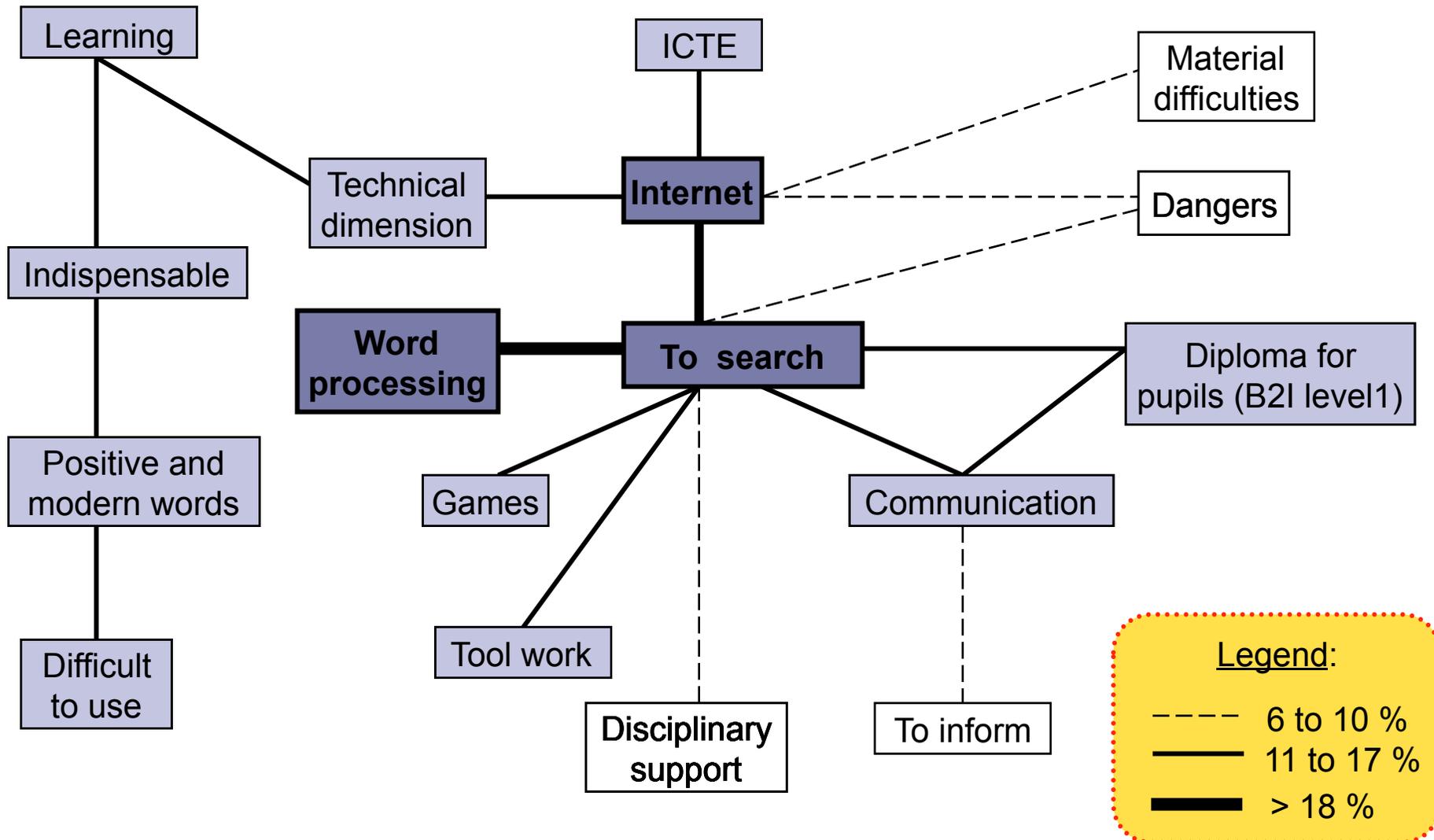


Notions more activated in context of evocation « professional life »

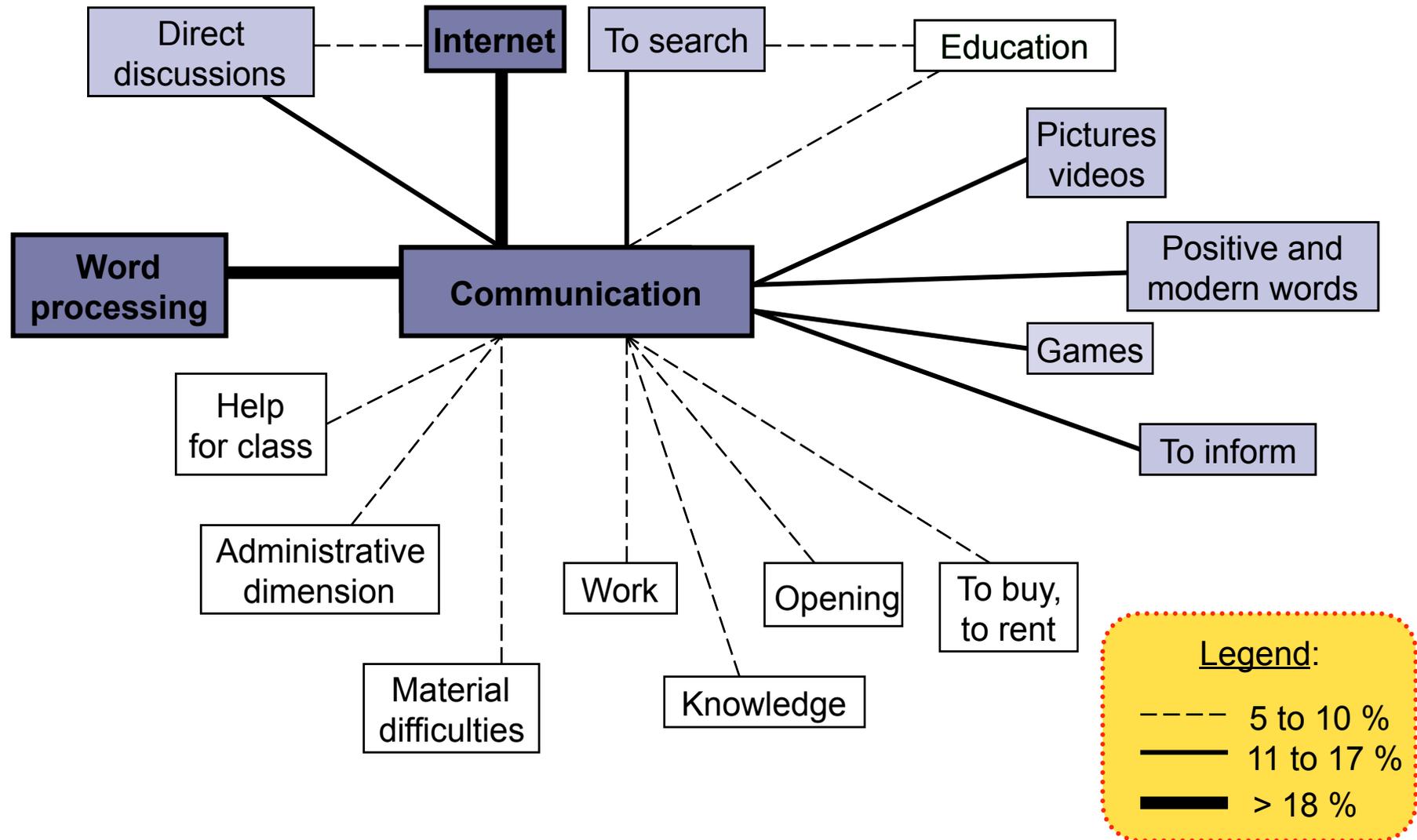
Notions more activated in context of evocation « personal life »

## ICT in elementary school for students (N=175)

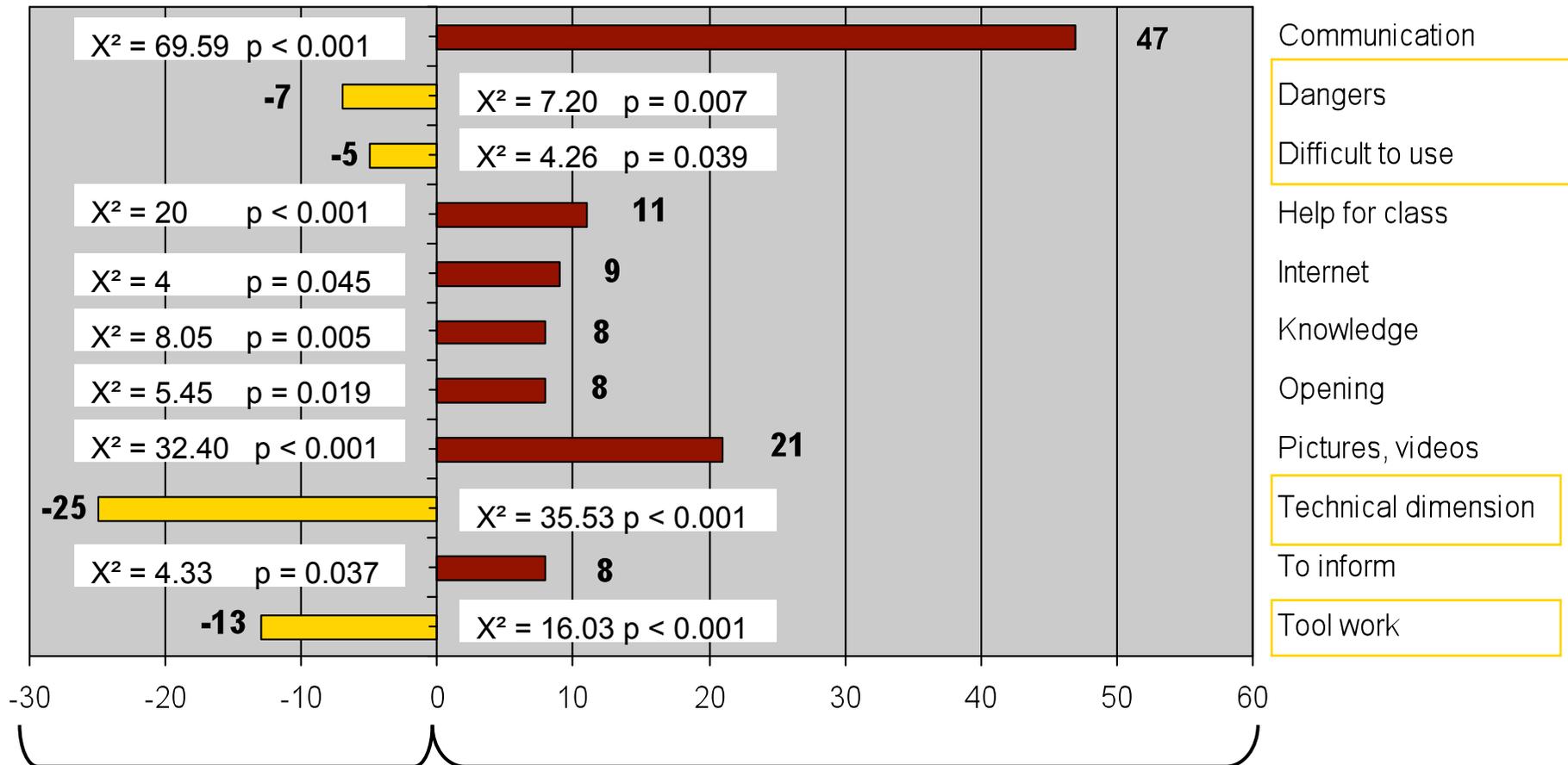
### Maximum tree



### ICT in private lives for students (N=175) – Maximum tree



### Differences between items of free association for students (N = 175): personal life versus professional life about ICT



Notions more activated in context of evocation « professional life »

Notions more activated in context of evocation « personal life »



Thank you for your attention

[E-mail: netto.stephanie@neuf.fr](mailto:netto.stephanie@neuf.fr)

## References

- ABRIC J.-C. (Eds), (2003), *Méthodes d'étude des représentations sociales*, Ramonville Saint-Agne : Editions Eres.
- BATAILLE M., BLIN J.-F., MIAS C., PIASER A., (1997), Représentations sociales, représentations professionnelles, système des activités professionnelles In *L'Année de la recherche en Sciences de l'Education*, Paris : Editions PUF.
- DOISE W., PALMONARI A., (drs), (1986), *L'étude des représentations sociales*, Lausanne : Editions Delachaux & Nestlé.
- MOLINER P., RATEAU P., COHEN-SCALI V., (2002), *Les représentations sociales, Pratique des études de terrain*, Rennes : Editions Presse Universitaire de Rennes.
- NETTO S., (2005), *Des souris et des maîtres : Discours de professionnels de l'enseignement sur la micro-informatique à l'école élémentaire*, Mémoire de D.E.A. en Sciences de l'Education, Université de Toulouse - Le Mirail.
- PAQUAY L., ALTET M., CHARLIER E., PERRENOUD P., (2003), *Former des enseignants professionnels : Quelles stratégies ? Quelles compétences ?*, Collection Perspectives en Education et Formation, Bruxelles : Editions De Boeck, (First Edition, 2002).
- PIASER A., (1999), *Représentations professionnelles à l'école. Particularités selon le statut : enseignant, inspecteur*, Thèse de doctorat en Sciences de l'Education, Université de Toulouse - Le Mirail.
- RATINAUD, P., (2003), *Les Professeurs et Internet. Contribution à la modélisation des pensées sociale et professionnelle par l'étude de la représentation professionnelle d'Internet d'enseignants du secondaire*, Thèse de doctorat en Sciences de l'Education, Université de Toulouse - Le Mirail.



12th International LAB Meeting Summer (14th International Summer School)  
From 26th July to 3rd August 2008 in Roma (Italy)



# “ Of mice & masters ” :

Social Representations and Professional Representations  
of ICT  
for French (future) teachers in elementary school

**Stéphanie NETTO**      **Contact:** [netto@univ-tlse2.fr](mailto:netto@univ-tlse2.fr)

PhD student & assistant in Sciences of Education in University of Toulouse II - Le Mirail

Director: Michel BATAILLE & Tutor: Pierre RATINAUD

Team EA 799 CREFI - T / REPERE