

ATELIERS EN PARALLÈLE - SESSION 1 - RAPPORT(S) AU(X)  
SAVOIR(S) ET INTELLIGENCE COLLECTIVE

## Savoir à enseigner. Analyse des manuels scolaires et compétences déconstructives des enseignants

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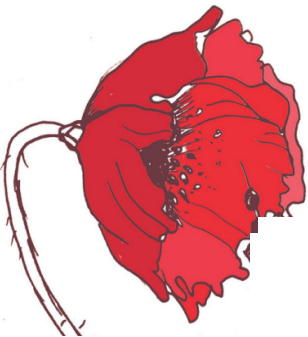


# Introduction.

## *Rapport au savoir and ....*

### ***Rapport su savoir and professionalism*** (Frisch, 2018)

- institutional & personal relationship of teachers with the 'knowledge to teach' (Chevallard, 1989)
- transposition from 'knowledge to be taught' to 'knowledge taught' (Perrenoud, 1996)
- ability to 'change the perspective' with respect to knowledge (Nadot, 2000)

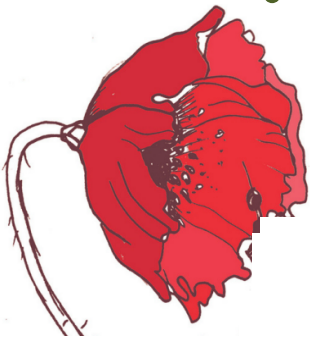


# Introduction.

## ... deconstruction

### Deconstruction (for teachers) (Derrida, 1967, 1972)

- work of unmasking towards culture, through the comparison with texts and authors of the tradition
- a general intercultural ability, overcoming ethnocentrism and the naive belief of 'knowledge taught' (Garritano, 2008; Gay & Laffranchini, 2018)
- a specific ability (of philosophy teachers) to rethink the 'philosophical content' hidden in the program (GREPH - Derrida, 1967)
- a practice of rewriting, contamination and transgression of the textbook (by philosophy teachers) (Garritano, 2008)



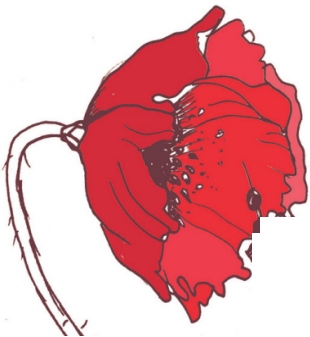
# Theoretical framework

## ‘Relationship with textbook’ as ‘relationship to knowledge’

Didactic function	Skill	Description
Purpose of intervention ( <i>where</i> )	Understanding the effect of the texts	Reading texts and trying to grasp their real effect on pupils
Method of intervention ( <i>by teacher</i> )	Establishing trans-disciplinary and textual links	Strengthening interdisciplinarity and intertextuality
Method of investigation ( <i>what - by teacher and with students</i> )	Bringing out what is hidden in the texts	Valuing what has traditionally been (or still is) marginal, disguised, hidden, masked, repressed, latent, concealed Recovering the 'positions' that have been put in silence
	Bringing out what is dominant in the texts	Identifying, re-reading and losing dominance with respect to conceptual hierarchies
Subject (with students)	Having the assertions screened	Considering all assertions and positions Suppressing claims that are not objectionable
	Disambiguating the terms	Highlighting the ambivalence of terms, concepts, theories Stimulating the game of differences on origins, history, foundations
	Capturing 'cultural adventures'	Viewing and fixing the 'traces' in cultural adventures

Tab. 1. Deconstructive skills and ‘relationship to the text’ - study hypothesis

(Mariani, 2008; Wortham, 2001)

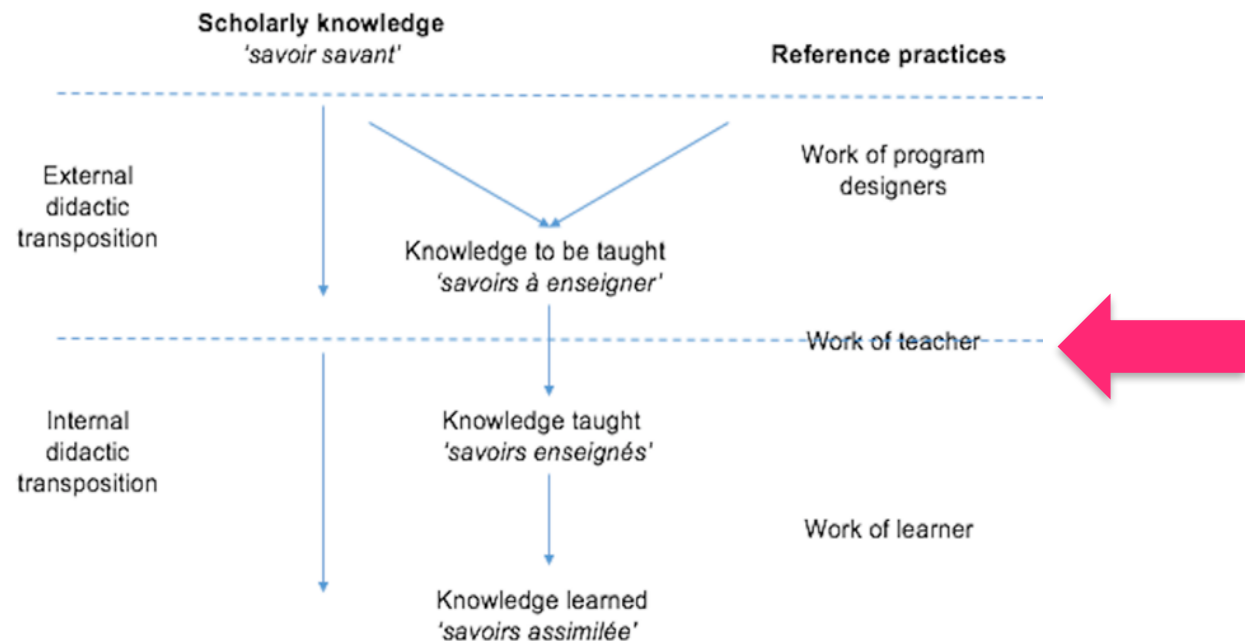
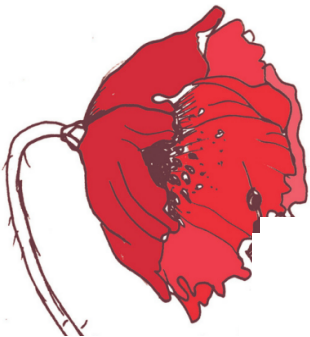


# Theoretical framework

## ‘Relationship with textbook’ and didactic transposition

- ‘external’/‘internal’ transposition (Develay, 2015)
- meeting of teachers, school program designers and editors

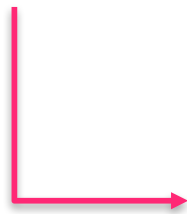
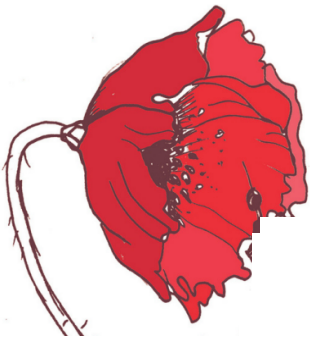
Chevallard, 1985; Develay, 1995;  
Martinand, 2001; Damiano,  
2007; Damiano, 2013



# Theoretical framework

## ‘Relationship with textbook’ and philosophy teachers

- essential tool of teaching practice (Rodríguez et al., 2019; Pinto, 2007; Pinto et al., 2011; Dove 1998; Schug et. Al. 1997; Moulton 1994; Zahorik 1991)
- 'approach to the text' (Pinto et al., 2011; Apple & Christian-Smith, 1991)
  - *dominant* - literal acceptance of contents
  - *negotiation* - general acceptance and specific disputes
  - *oppositional* – challenge of contents, interpretation and perspectives

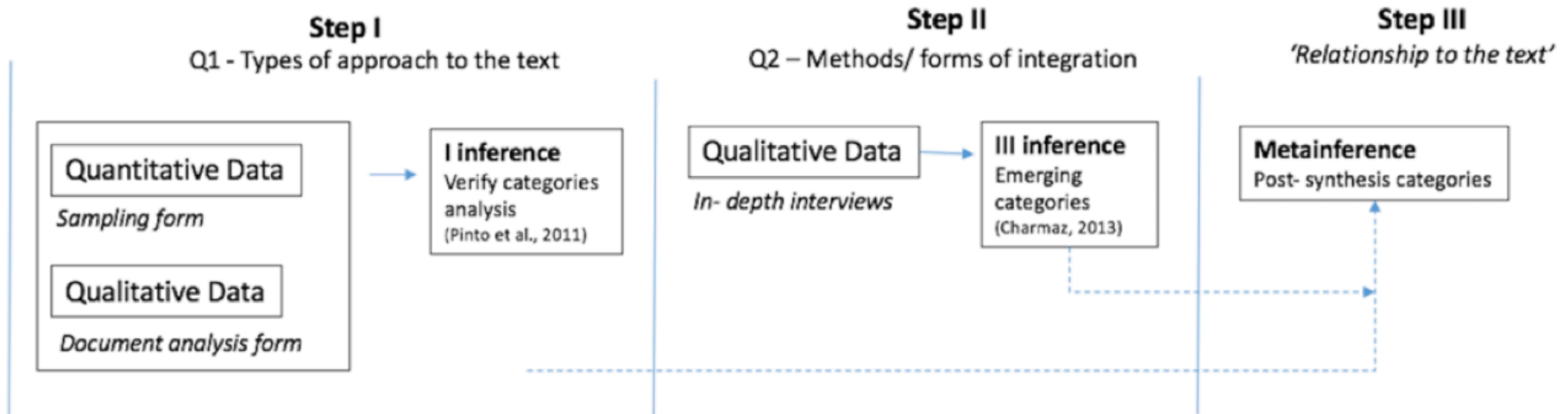


***deconstructive attitude***

# Methodology

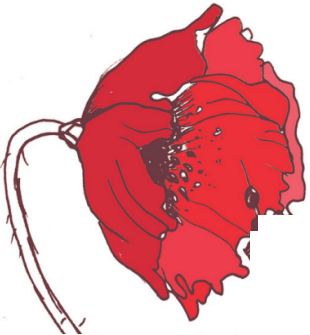
## Design investigation

- sequential mixed-method design (Creswell, 2014; Cameron, 2015)



## Questions of investigation

- *Q1 - what kind of approach does the teacher have to the school textbook? (step I )*
- *Q2 - how does the teacher integrate his/her school textbook? (step I)*

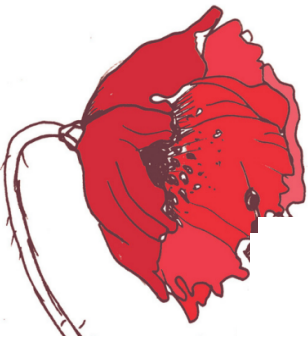




# Methodology

## Research method

- *Collection data* - Document analysis (Bowen, 2009)
  - socio-professional information
  - adopted textbooks and previous textbooks
  - index and sections of textbook, specific disciplinary contents (philosophers and currents of thought)
- *Data analysis* – QDA (Qualitative Data Analysis) procedure (Strauss & Corbin, 1990; Charmaz, 2005)
  - ***open coding*** - conceptualization in meaningful text units and labels
  - ***axial coding*** - identification of frequent macro-categories;  
***selective coding*** - hierarchy of macro-categories and emergence of 'core categories'





# Methodology



## Allegato 1

Indagine: **La mediazione dei libri di testo di filosofia: casi-studio**  
Referente: Laura Sara Agrati – Docente coinvolto: Giuseppe Maccauro

### Scheda di analisi documentale

La presente scheda è strutturata in tre sezioni (1. Dati generali; 2. Informazioni libro di testo; 3. Analisi documentale). Per quanto attiene le informazioni raccolte sarà garantito l'anonimato nel rispetto del Regolamento generale UE sulla protezione dei dati n. 679/2016 e del D.Lgs. n. 196/2003 "Codice in materia di protezione dei dati personali" (modificato dal D.Lgs. n. 101 del 10.08.2018). I dati saranno trattati in forma aggregata.

#### Dati generali:

Nome e cognome	
Età	
Titolo di studio	
Tipologia di scuola nella quale si presta servizio	
Anno e tipo di abilitazione	
Anzianità di servizio di ruolo	
Anni di servizio <u>pre-ruolo</u>	
Altre esperienze didattiche	

#### Informazioni libro di testo:

Nome	
Autore/i	
Casa editrice	
Anno di edizione	
Anno di adozione	
Risorse integrative	
Libri di testo pregressi	

\*moltiplicare il modulo in funzione delle informazioni

#### Analisi documentale:

In riferimento all'indice, cosa apprezza dell'/modificherebbe nell'impostazione?	
In riferimento a una sezione specifica (NOME), cosa apprezza/modificherebbe?	
In riferimento a un autore specifico (NOME), cosa modificherebbe/integrerebbe?	
In riferimento a una corrente specifica (NOME), cosa modificherebbe/integrerebbe?	

#### Informazioni aggiuntive:

Quali ulteriori aspetti del libro di testo ritiene di mettere in evidenza?	
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La ringraziamo per il suo prezioso contributo.

# Methodology

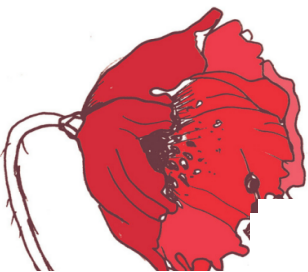
## Teachers involved

- six philosophy teachers (2 female, 4 male; average age = 47.5; seniority of service = 15.5)

age	genre	highest degree*	type of high school	teaching qualification	seniority	other teaching experiences
62	M	Ph.D.	grammar	1987	35	adjunct professor
58	F	n.d.	grammar	n.d.	22	teachers in private school
45	F	master's degree	artistic	2003	16	support teacher
44	M	master's degree	artistic	2003	15	support teacher
39	M	Ph.D.	grammar, humanities, artistic	2013	4	teachers in private school
37	M	n.d.	scientific	2013	n.d.	support teacher

\* in addition to the Degree in Philosophy

Tab. 2 - Teachers involved - socio-professional data



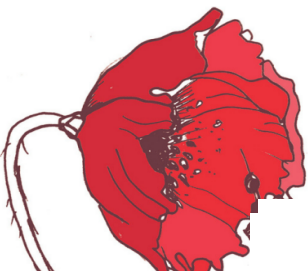
# Analysis

## Categories emerged

- structure of the work ('index', 'section')
- specific disciplinary contents ('author', 'current')

Topic	<i>Axial coding</i>	<i>Selection coding</i>	
	Feature to:	n. emerging categories	n. references
'Index'	accept	3	10
	integrate	3	4
'Section'	accept	3	7
	integrate	5	6
'Author'	accept	2	2
	integrate	8	18
'Current'	accept	1	2
	integrate	7	12

Tab. 4 – Summary of the quantitative data emerged



# Analysis

## Sub-categories emerged on specific category:

Topic	<i>Axial coding</i> Feature to:	<i>Selection coding</i> n. emerging categories	n.
'Index'	accept	structure (i.e., logical order and clarity)	5
		insights	3
		graphics	2
		<b>n. 3</b>	<b>10</b>
	integrate	graphics	2
		actualization	1
		disarticulation	1
		<b>n. 3</b>	<b>4</b>

Tab. 5 - Categories and references to 'Index'

Topic	<i>Axial coding</i> Feature to:	<i>Selection coding</i> n. emerging categories	n.
'Section'	accept	anthology	3
		glossary	3
		framing	1
		<b>n. 3</b>	<b>7</b>
	integrate	glossary	2
		anthology	1
		discussion	1
		interdisciplinarity	1
		example textual type	1
		<b>n. 5</b>	<b>6</b>

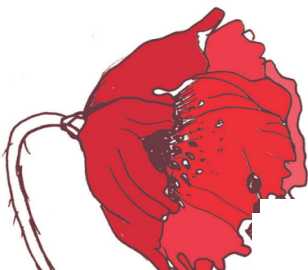
Tab. 6 - Categories and references to 'Section'

Topic	<i>Axial coding</i> Feature to:	<i>Selection coding</i> n. emerging categories	n.
'Author'	accept	synthesis	1
		anthology	1
		<b>n. 2</b>	<b>2</b>
	integrate	lack of references*	7
		*(7) Female philosophers; (3) other	3
		schematization	2
		prolixity	1
		articulation	1
		order of presentation	1
		argumentation	1
		partisanship	1
		conceptual deficiency	1
		<b>n. 8</b>	<b>18</b>

Tab. 7 - Categories and references to 'Author'

Topic	<i>Axial coding</i> Feature to:	<i>Selection coding</i> n. emerging categories	n.
'Current'	accept	synthesis	2
		<b>n. 1</b>	<b>2</b>
	integrate	insights	3
		synthesis	3
		conceptualization	2
		diachronic development	1
		multidisciplinary	1
		prolixity	1
		framing	1
		<b>n. 7</b>	<b>12</b>

Tab. 8 - Categories and references to 'Current'



# Analysis

## Sub-categories emerged on 'Author'

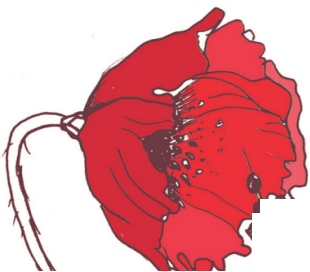
Topic	Axial coding Feature to:	Selection coding n. emerging categories	n.
'Author'	accept	synthesis	1
		anthology	1
		<b>n. 2</b>	2
	integrate	lack of references*	7
			3
		*(7) Female philosophers; (3) other	
		schematization	2
		prolixity	1
		articulation	1
		order of presentation	1
		argumentation	1
		partisanship	1
		conceptual deficiency	1
		<b>n. 8</b>	18

Tab. 7 - Categories and references to 'Author'

### LACK OF REFERENCES ('female philosophers')

(Ippazia, Stein, De Beauvoir, Muraro, Irigaray) 'If we agree, like many scholars today, on the fact that the twentieth century was also the century of "women's speech", there are also, in this case, **numerous possible interdisciplinary connections**, i.e. Arendt, Weil and other fundamental thinkers (Luce Irigaray, Luisa Muraro, but also Edith Stein) could be the subject of a specific chapter on the theme of the feminine declination of twentieth century philosophy'

(Arendt) 'Very little space is dedicated in the text (...). This is a rather **relevant anomaly**, not only for the relevance of Arendt's reflection, but also because in particular her reflections on Nazism, and on totalitarianism in general, are central to an interdisciplinary approach (...) it could be hypothesized that an entire chapter should be dedicated to her, either a section dedicated to the different interpretations of Nazism or both solutions'.



# Analysis

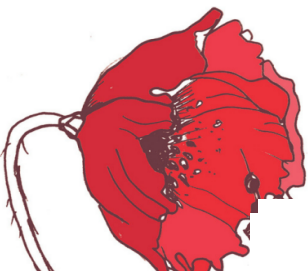
## Sub-categories emerged on topic 'Author'

Topic	Axial coding Feature to:	Selection coding n. emerging categories	n.
'Author'	accept	synthesis	1
		anthology	1
		<b>n. 2</b>	<b>2</b>
	integrate	lack of references*	7
			3
		*(7) Female philosophers; (3) other	
		schematization	2
		prolixity	1
		articulation	1
		order of presentation	1
		argumentation	1
		partisanship	1
		conceptual deficiency	1
		<b>n. 8</b>	<b>18</b>

Tab. 7 - Categories and references to 'Author'

### SCHEMATIZATION

- *(Descartes) the chapter should be integrated with summary schemes or conceptual maps that better anchor the contents and conceptual junctions underlying Descartes' arguments.*
- *(Kant) A more schematic form, also for example in the graphic representation (which Kant is well suited to), would be preferable and more suited to teaching and learning.*



# Analysis

## Sub-categories emerged on specific category:

Topic	<i>Axial coding</i> Feature to:	<i>Selection coding</i> n. emerging categories	n.
'Index'	accept	structure (i.e., logical order and clarity)	5
		insights	3
		graphics	2
		<b>n. 3</b>	<b>10</b>
	integrate	graphics	2
		actualization	1
		disarticulation	1
		<b>n. 3</b>	<b>4</b>

Tab. 5 - Categories and references to 'Index'

Topic	<i>Axial coding</i> Feature to:	<i>Selection coding</i> n. emerging categories	n.
'Section'	accept	anthology	3
		glossary	3
		framing	1
		<b>n. 3</b>	<b>7</b>
	integrate	glossary	2
		anthology	1
		discussion	1
		interdisciplinarity	1
		example textual type	1
		<b>n. 5</b>	<b>6</b>

Tab. 6 - Categories and references to 'Section'

Topic	<i>Axial coding</i> Feature to:	<i>Selection coding</i> n. emerging categories	n.
'Author'	accept	synthesis	1
		anthology	1
		<b>n. 2</b>	<b>2</b>
	integrate	lack of references*	7
		*(7) Female philosophers; (3) other	3
		schematization	2
		prolixity	1
		articulation	1
		order of presentation	1
		argumentation	1
		partisanship	1
		conceptual deficiency	1
		<b>n. 8</b>	<b>18</b>

Tab. 7 - Categories and references to 'Author'

Topic	<i>Axial coding</i> Feature to:	<i>Selection coding</i> n. emerging categories	n.
'Current'	accept	synthesis	2
		<b>n. 1</b>	<b>2</b>
	integrate	insights	3
		synthesis	3
		conceptualization	2
		diachronic development	1
		multidisciplinary	1
		prolixity	1
		framing	1
		<b>n. 7</b>	<b>12</b>

Tab. 8 - Categories and references to 'Current'





# Analysis

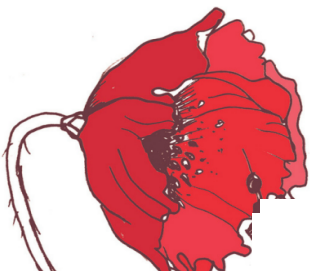
## Sub-categories emerged on 'Current'

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		n. 1	2
	integrate	insights	3
		synthesis	3
		conceptualization	2
		diachronic development	1
		multidisciplinary	1
		prolixity	1
		framing	1
		n. 7	12

Tab. 8 - Categories and references to 'Current'

### SYNTHESIS

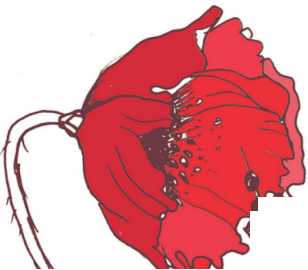
- (Psychoanalysis) 'Psychoanalysis is therefore reduced, concentrated: a good treatment of the genesis and characteristics of the psychoanalytic method in Freud (both from the historical-chronological point of view, both with reference to the works, and in the explanation of its therapeutic traits), **less attention to the Freud of metapsychology and, in fact, two brief hints on Adler and Jung.** In my opinion the chapter on Freud could be extended by occupying an entire Unit / section dedicated to the current state of psychoanalysis (...).



# Findings

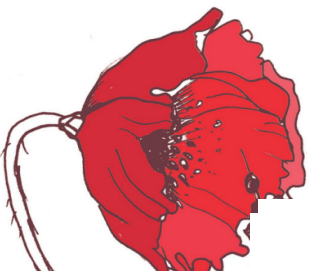
## Three main evidences

1. take student's point of view (Nadot, 2000)
  - to look at knowledge through the students' eyes and ask himself/herself: *'what do I need it for? How can it help me? How can I best learn it?'*
2. relationship to the text - more 'negotiating' than 'oppositional' (Pinto et al., 2011)
3. deconstructive abilities (Mariani, 2008)
  - 'reading texts and trying to grasp their real effect on students;
  - 'strengthening interdisciplinarity' as a method of intervention
  - 'valuing what has traditionally been (or still is) marginalized, disguised, hidden' (as for 'feminine philosophy');
  - 'viewing and fixing the traces in cultural adventures', especially in order to explain the variety of trends of philosophical thought (as for Illuminism as Scholasticism)



# Conclusions

- *Rapport su savoir*, 'knowledge taught' and 'knowledge learned' always seem useful in describing the deconstructive ability of teachers
- teacher is able to mediate the 'knowledge to be taught' in the textbook, adapting it in order to support students 'knowledge to be learnt'.
- results of the second phase of the study could corroborate these first evidences which, for the moment, seem to be supported at least from a theoretical and descriptive point of view.



# Thanks for your attention!

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