

Making Teachers' Learning Visible in Lesson Study: an Exploration of Storyline Interviews

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Menu

Context

From Timeline Interviews to Collaborative Storyline Conversations /
from 'mere' speech to creata: part of my PhD journey

LS Contexts and Storyline Task

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Conclusion?

Sources

From Timeline Interviews to Collaborative Storyline Conversations / from 'mere' Speech to Creativity: Part of my PhD Journey

Usual way of gathering data about teacher learning in LS: semi-structured interviews
(Brinkmann, 2020; Galletta, 2013)

Issue: Speech is the basic tool of teachers → biases in interviews, superficial results

Proposed solutions:

- Building on the idea of Timeline Interviews (Adriansen, 2012)
- **Go beyond speech**, use creative processes → takes teachers out of their comfort zone, triggers memories, reaches to the unconscious (Bonnardel, 2006; etc)
- Transform Timeline Interviews into **Storyline Conversations** (individual or collective)

Idea: **enrich conversations through use of creative processes**

The Two LS

Example 1:

LS in primary multicultural school

Children's Rights

5th grade (age 9-10), 20 pupils

1 series of lessons

Setting: Bachelor's thesis

Example 2:

LS in secondary multicultural school

Foreign languages (German and English)

10th grade (age 14-15), 25 pupils / 17 pupils

2 research lessons (one in each language)

Setting: in-school professional development

The 'Method' (Process)

Idea: Since LS is a **collaborative process**, why wouldn't the discussion about learning also be collaborative, and also a process?

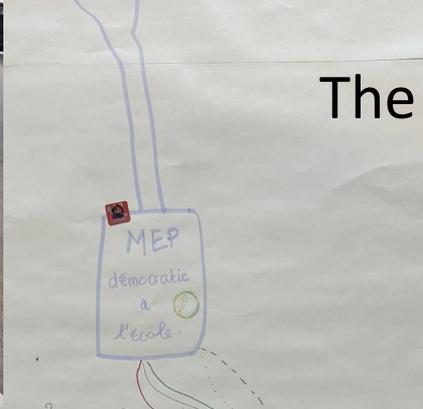
Task after the 'cold' post-lesson discussion:

Collaboratively create a storyline of your learning on a scroll (80 cm / n metres). Use all the material you like.

Think about:

- **What helped you** learn
- Your **emotions**
- The **process**
- Your **individual learnings**
- **When** learning happened, or not

The whole process was audio-recorded, and then individual conversations took place with two of the teachers of the secondary LS.

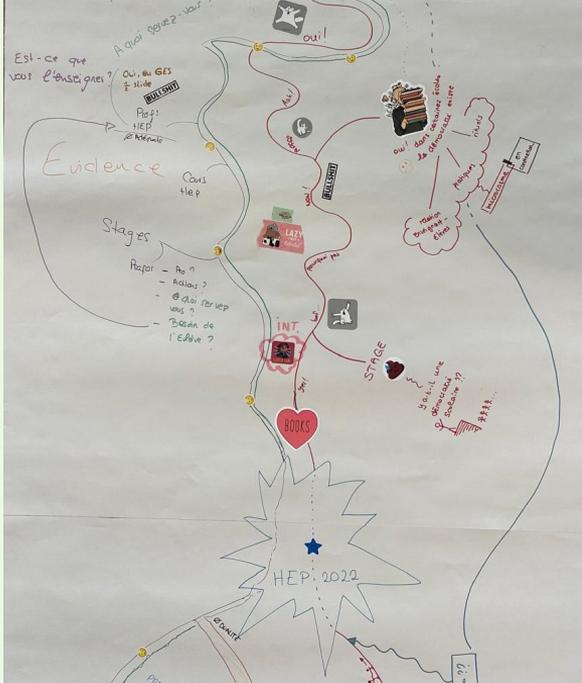


The Storylines

Secondary LS



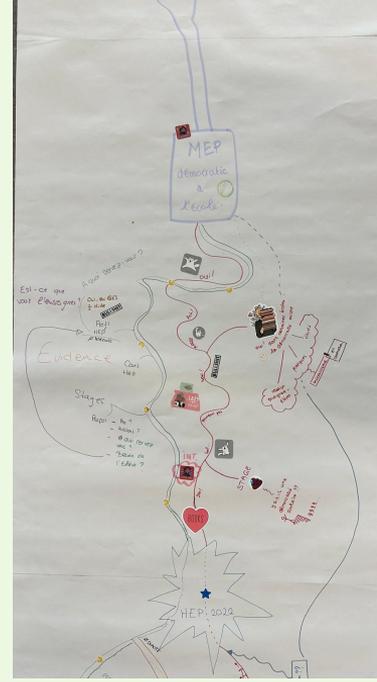
Primary LS



Interesting Snippets of Results

Primary scroll:

- The two students started their drawing in their childhoods: 'our school experiences shaped our learning and our will to be teachers.'
- A lot of emotions were involved
- Social dimension of learning always visible
- Two major questions are visible throughout the scroll (6 m long):
 - Where is democracy in schools in our country?
 - Why are teachers there? What is our role in society?
- It is visible that the thesis supervisor / LS facilitator was an important person at key-moments.
- Major learning with use of Storyline:
 - What were the key moments in our trajectory
 - Helped us pinpoint and discuss our learning, including the 'bad' memories
 - LS was a key discovery in our trajectory, and helped us reflect and amend our lesson about democracy



Interesting Snippets of Results

Secondary scroll:

- The four teachers and preservice teachers set their drawing within the frame of the LS, starting at the first meeting.
- A lot of emotions were involved and recorded on the paper.
- Social dimension of learning always visible: it is clear in the scroll how the group evolved.
- It is visible that the LS facilitator was an important person throughout.
- It is visible how individual characters shaped the work.
- Major learning with use of Storyline:
 - What were the key moments in our trajectory
 - Helped us pinpoint and discuss our learning, including the 'bad' memories and how we made them good
 - Learning is an infinite process
 - And so, we hope, is LS



Interesting Snippets of Results (from individual conversations)

Secondary scroll:

- **Time is crucial** for LS if we want to think and find real solutions to our problem. It gives us time to **take a step back and think metacognitively**.
- **Collaboration** is above all the rest that makes LS great and worth the effort. It is an **umbrella** to the whole.
- This was an **interesting** task, because you can see how others think, and **reflect on how you think about what they shared**.
- We need to learn to **navigate power relationships** in collaboration. It was a bit unnerving to me at the beginning, as a dean and a colleague. How am I going to be perceived?
- We did German and English together. It was interesting to go **interdisciplinary**.
- A **Facilitator** who is always there is really helpful.
- I feel more **legitimate**, as a dean, about speaking about LS now I have been in.
- I can see now how LS can help **build a school culture** and **change its identity**.
- We will **present our LS to the colleagues during a staff meeting**. But we will do it in a way that shows how proud we are of the job we did. And maybe think about **flyers** for the new colleagues so they know we do LS.

From Mere Speech to Creaata?

Yes, but...

What is Creaata (Andersen, 1994; Francis, 2023)?

How is speech not creaata? **How can we make speech part of creaata?**

In my case:

- **Ditch conventional interviews** - the setting itself is a bias - **but don't ditch language**
- **Make conversations** with participants and creators
 - they said it is more **stimulating** for their thought processes
 - they feel they can **talk more freely** than in a regular 'interview'
 - they feel less like they are the people giving out data (good, that is not the point)
 - they feel like this is **helping them learn about their learning**
- Use collaborative creation as an **additional stimulus for thought**
 - participants like to speak about their work and how they used others' inputs to think further or how others' inputs made them see things they had overlooked
- Create, thanks to creative processes, a **new space for meaning-making** (Mannay, 2016) that speech alone doesn't provide.

Not-A-Conclusion

Adriansen's (2012) timeline interviews have **mutated** into **Collaborative Storylines**.

It makes the **collaborative learning process visible as well as the individual one**.

It provides a **new space for meaning-making** (Mannay, 2016), a **Contact Zone** (Haraway, 2008) for LS participants to **share** and **discuss** their learning process, and to **build a community** of learning.

While being a bit **out of the comfort zone** of most teachers, because it is not primarily about speech, Collaborative Storylines or other creatas provide a **'third' in the conversation** that acts as a mediator of meaning and understanding, but also of emotions. Externalising them makes discussion different and, according to teachers, more meaningful.

Ultimately, it helps pinpoint that **learning is not, definitely not, only about the brain**. In case there was a doubt.

Sources

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