

# CAPES interne - Compréhension / expression

Visionner la vidéo :

<https://www.youtube.com/watch?v=UYk91jzv1jg>

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## CORRIGÉ DE L'ANALYSE DU DOCUMENT

WHO SPEAKS TO WHOM ?

WHAT ABOUT ?

WHAT FOR ?

HOW ?

BRANCHING OUT

The question raised in this video is not based on whether or not technology is transforming education but on HOW it is transforming it. As viewers, we thus expect its content to provide answers about this issue, all the more as it is Ken Robinson himself, whose first on-screen appearance is captioned 'author and creativity expert', who is playing the sole leading role in this two-minute interview during which camera shots show him alternately in close ups and close shots – these cinematographic devices allowing the audience to a gradual insight of what is being debated, this hammer-like back and forth movement aiming to steadily convince the viewers.

The document, sponsored by computer software and high-tech appliances company Adobe, starts with a short colourful animation topped with a music jingle. Artistically, what immediately strikes the viewer is the discrepancy both in graphic terms and music. Indeed, barely audible cracking sounds can be heard in the first few seconds of the jingle, then leading way to a more harmonious digital-stereo quality part and similarly, the pastel hues gradually turn into flashy colours as the word 'education' comes to light. We are thus led to view education as the result of a never-ending evolution to always smoother and brighter. As for the object of the animation itself, it puts forward a smartphone, perched at the top of the symbol '&' and serving as a bond between the words 'Adobe' and 'education', bridging the two notions. The phone, mere epitome of accessible progress, is displayed through an upward movement which confirms both Adobe and Robinson's points, pushing forward the boundaries of education. Finally and interestingly

enough, the letters ABC, symbols of the foundation of school teaching and basic know-how, have been ousted by mere icons, hence the title of the video.

This document follows the same 'past versus present pattern' as that of the introductory short video clip. Sir Ken Robinson initiates his interview by referring to the year he was born before eventually branching out to future perspectives. He repeatedly maintains the same ideas throughout the video : students take technology for granted / they have a facility using it / technology enables them to break the boundaries of the classroom. Having said that, it seems evident to call for a change or even 'a shift' –as Robinson names it - in educational methods. However, surprisingly, at no point does Robinson use the word 'teachers', therefore implying that education may not need today's 'old school teachers' unless they take a step to new principles. Instead, it is through the ill-defined term 'we' that Robinson addresses the target of this video, implicitly alluding to the fact that the process of learning is inextricably linked to technology whether it is mediated by an acknowledged teacher or someone else, why not a creativity expert ? Education is never described by Robinson as one may expect it to be : he never alludes to teachers, schools or learning. Instead, education takes the form of a 'game', as he vigorously puts it. He even goes as far as resorting to the modal 'must' several times to make his point. There seems to be no other way : education MUST change and old methods MUST come to an end. Robinson himself shifts from past to present, as he looks to the left side then to the right, but reveals himself incapable of using 'MUST' in his very last sentence : 'education SHOULD be available to all students, not just a few'. This comes as wishful thinking but will it ever happen ? Sir Ken Robinson sets an example as he coherently uses one of the most reputed software companies to air his view – conversely offering the corporation greater legitimacy. But the question remains unanswered, just as the music jingle's final sharp note might suggest a question mark at the end. It is up to the teachers themselves to get in on the act Robinson calls for. This is exactly what is currently expected from we teachers in France.

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## GOING FURTHER

✚ L'étude de cet article vise à montrer non seulement que le sujet a été compris (thématique et postulat) mais que les ficelles de fabrication de ce support ont été perçues. L'analyse des spécificités de ce support vidéo semble donc incontournable avec

notamment l'articulation entre l'aspect graphique, le son, les angles de caméra et le contenu verbal. Enfin, un '*branching out*' permet de montrer que la lecture du document ne se limite pas à une approche paraphrastique dénuée d'intérêt mais permet de l'inscrire dans une problématique plus globale, qui plus est liée aux directives ministérielles récentes.

- ✚ Retrouvez le site officiel de Sir Ken Robinson : <http://sirkenrobinson.com/>
- ✚ Visionnez une vidéo qui contrecarre certains des arguments exposés par Ken Robinson : <http://wthitv.com/2014/08/20/mixing-education-and-technology/>
- ✚ Quelques expressions à mémoriser en anglais :

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## SCRIPT DE L'ENREGISTREMENT

(voix d'Elizabeth Lardy, formatrice)

### How is technology transforming education ?

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