

Current research and diversity in education sciences: contribution of doctoral students

Coordinated by James Masy

Summary of articles

■ ALAIN BÉCUE

The accompanying of beginners primary teachers : how, while counsel time, are developed processes that allow the construction of professional knowledges ?

The results we will present here are part of the researches framework based on the educational advice of beginners primary teachers, and more particularly on nature of these built knowledges and their elaborating forms. By placing us into general frame of professional didactic, we analyse from our recording data conclusions produced during counsel time. We propose an inventory about it, then from an example, we try to understand the articulation between demonstration, problematisation and gestion-relation dynamics processes.

■ MAGALI BOUTRAIS

Of the subjective real-life experience in the professional know-how of the novice primary school teachers

When the Department of Education uses a reference table of skills to form primary school teachers, we shall see how this "professionalization" of teacher's job in primary school takes shape. We suggest studying the novice primary school teachers experience subjective as being a dimension of the construction of its professionalism. To encircle this " subjective construction of the individual experience ", we led elucidation interviews (Vermersch,1994) with several primary school teachers in the first one or in the second year of exercise, within the framework of our doctorate. The analysis of an extract of interview concerning real-life moments of class allows us to identify actions in situation. These shares result at the same time from the implementation of knowledges and grips of furtive information, in an instant, followed by immediate decision-making on behalf of the primary school teacher. This construction of professional know-how participates in the construction of the professional identity. To encircle this process, we choose to observe the verbalizations obtained according to a plan articulating grips of information, identification, decision-making. As the object of a current doctoral thesis, we shall deliver, in this article, an example of the first results stemming from the analysis of an interview.

■ SANDRINE PREVEL

Controversy and training: an empirical study based on a professional interview

This article accounts for a study lead among six primary school teachers engaged in a collaborative research. They submit to an interview format during which the controversy around techniques employed to get primary school pupils to develop their own language in order to make them progress in PE is brought to them through the means of video extracts. These teachers are then debating about those technics led by other teachers in similar situations. After debating, they have to build new pedagogical scenarios. The resulting data concerns verbal interactions between researchers and teachers as well as reporting comments that teachers bring in a later interview. Results aim to measure the impact that this controversy has on the progress of the problematisation.

■ **ROLAND EMERY & GRETA PELGRIMS**

Multiprofessional collaboration in special school : flow of activity to design student's IEP

Based on a situated action approach, our research aims to describe the multiprofessional activity unfolded by the members of a special school's team to design an Individualized Education Program (IEP). The study shows the flow of individual and collective activity of 8 professionals during 6 months. It examines the zone of complementarities, convergences and divergences in the meaning granted to this activity by the various professionals. The results show the importance of the ongoing links during IEP designing between many informal interactions and formal team meetings. These informal interactions occur during the period of observation and decision for IEP both outside with professional partners of the special education school, and inside between team members. In articulation, formal team meetings are devoted to exchange information collected in the informal interactions in order to decide and formalize the IEP. Our findings show the gap between the prescriptive work how to design an IEP and actual activity.

■ **ANNE GLAUDEL**

Analyse of primary school teachers' « didactic co-activity » : the example of geography teaching in primary school

The article deals with teacher's « co-activity », that is to say the part of his activity which is focused on the knowledge items and oriented towards the activity of the pupils with regard to these knowledge items in the framework of geography teaching-learning at primary school. The aim is to understand how the pluri-disciplinary teacher goes through his work when this one consists in setting up situations of knowledge transmission-understanding in a subject that is not his speciality. The didactic analysis leads us to characterise the teaching and learning items, explicitly or implicitly (re)constructed by the teacher. In an inclusive perspective, we mobilise notions from the Clinic of Activity in order to analyse the dynamic process that underlies this (re)construction. From a simple self-analysis interview and from the analysis of the discursive activity of a practitioner about his activity in a situation, we introduce the features of a key stage 2 teacher's « didactic co-activity ».

■ **CAROLINE GANIÈRE & MARC CIZERON**

What analysis framework to study motor activity of students in physical education ? Case studies in scholar teaching of swimming.

The aim of the study is about developing knowledge to allow teachers to analyze pupils' motor activity in scholar situations they provide, in order to be able to guide their learning. Conducted in scholar teaching of swimming, the study is interested in the analysis of pupils' motor organization considered as a gestalt ie as an (auto) organized and meaning form. Developing an analysis which associate formal and functional aspects of pupils' activity, the results highlight the motor organization coherence of two pupils from separate levels of skills.

■ **PIERRE SÉMIDOR**

Connections between teaching distinct heterographology and orthography's genesis in first and second years at school

Daily and repetitive activities to accustom students to the reading and writing code tend to be the norm for children in their 1st years at school. We observe teachers providing discursive orthographic opportunities in their classes in which recurrent spelling activities are offered to students. Within these activities, the focus is on the segmentation of phrases into words and distinct heterographology. This systematic approach is at the base of orthography and could have an impact on the writing patterns of students. Incorporating such orthographic writing patterns could therefore lead to an increase in knowledge and would facilitate the integration of such knowledge.

■ **GUILLAUME DUPUY**

Local school offers and policies

This article shows the very different and large range of local school offers and their impact on school policies. Strict strategies are all the more difficult to undertake that they are contrary to the interests of the elected representatives of the concerned areas and contrary to some state-employed teachers or officials. And whereas the numerous school offers lead to strict strategies, the consequences of shortage situations are contrasted in state schools and private schools. If the building of state secondary schools is easily agreed, there is nearly no practical possibility to create new private secondary schools ; and this gradually implies that private schools tend to be more selective from an academic and social point of view, and to be located in the most attractive school areas.

■ **LAURE MINASSIAN**

Differentiated trainings institutions : system, orientations and class. The example of agricultural training.

One of the less visible consequences phenomenon of mass education was to promote the emergence of new pupils in agricultural education. Historically divided in two trainings (primary-professional versus secondary-higher school), these two levels are now formally unified. However, this formal unification hides actual fractures. They can be identified inside of two agricultural training institutions located in Loire-Atlantique. At the same level of education, in sectors traditionally dedicated to the children of farmers, the children of workers and employees are more likely to enroll in the ancient primary-professional when the children of farmers enroll more heavily in the ancient upper-secondary school. These social and academic orientations are justified by the pupils through a system of values and personal tastes. In this perspective, the practices of language of pupils in interviews are interesting. They constitute data useful for objectify some effects of domination and social circulation of pupils in school.

■ **PIERRE CARION**

Teachers of history in front of a «Question Socialement Vive» : resources and working supports in class. Slave trades in the second and third years of secondary school.

The connections between history and memory, reinforced by the demand of duty of memory, explain that French scholar history and school history are permeated by social and political debates. Slave trades, a prescribed thematics in school, might thus be defined as a «Question Socialement Vive» (social acute question, or sensitive issue). In this context, studying the documentary resources mobilized by the teachers who teach slave trades in the second and third years of secondary school provides an opportunity to question their professorial practices. This article, based on the 1st year of a doctoral research, associates an exploratory enquiry among teachers with an analyse of the textbooks from the second year of secondary school, and stress the obstacles to take in charge such QSV.

■ **DORIANE MONTMASSON**

The reception of children's books : from expected reader to actual readers

Having for most of them chosen to study the textual and graphical content of albums, the sociologists who focus their research on children's books often have, implicitly or explicitly, attributed to the latter a "performative value". Using a sociological approach, the present research aims at questioning the reflexive capacity of young readers towards the food-related representations that are conveyed in children's books. Confronted to various normativities, and now offered books that sometimes leave room their own interpretations, are children led to have an interpretative reading of the albums they "manipulate"?

■ **JULIEN BERTHAUD & CATHERINE BLAYA**

Higher education students' digital practices, perception of online violence and victimization

Abroad, educational research has investigated peer violence perpetrated through electronic communication for several years. French research is just beginning. Tertiary education has little been studied in spite of a proceeding risk. This paper sets out to assess the extent of online victimization in higher education related to digital practices and students perception. Findings show evidence of the existence of the phenomenon among students, especially in association with their use of electronic communication. Moreover, perception gaps between science concepts and students views exist. This last finding is consistent with the known semantic and methodological debates about cyberbullying research.

■ **JEREMY POUILLE & MARINE HASCOËT**

Influence of perceived parental conditional support on trait-anxiety: the role of perfectionism.

This study contributes to the field of research related to the influence of family practices on the development of anxiety. More specifically, it aims at understanding the relations between trait-anxiety, perfectionism and the perception of a parental conditional support; at school in general, in mathematics, and in arts & crafts. The results of the study conducted on 69 pupils of 5th grade shows that, for girls, the perception of parental conditional support is in a positive relation with trait-anxiety; whatever the subject. This relation is mediatized by a negative perfectionism. Mediation models explain between 40 and 43% of the variance of trait-anxiety.