

Knowledge and collaborations between teachers and researchers in education

*Edito - Sabine Kahn, Magali Hersant & Denise Orange Ravachol
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Serge DESGAGNE & Hélène LAROUCHE

When a collaborative research process legitimates a practical knowledge

In this article, we discuss collaborative research with teachers as it can provide legitimacy to their practical knowledge. We illustrate this by describing a research program which aims at producing exemplary stories of teaching practices that are intended to be used in teacher education activities, according to the case method. In the description of the research, we raise some important issues in the process of legitimization to each of the phases of exemplary stories : reconstruction (phase 1), analysis (phase 2) and use for teacher education (phase 3). The third phase in particular is highlighted as it establishes our current area of research, regarding the appropriation of the practical knowledge by student teachers and showing how exemplary stories can play a mediation role in teacher education activities.

Marie-Ange BARTHASSAT & Danielle BONNETON

From accompanying teacher practices to controlling them : what issues for what profession ?

Starting from a series of interviews carried out with teachers who were involved in the educational reform of the Geneva elementary school (1994-1999), this article tries to demonstrate in what way individual as well as collective learning took place during that period. Furthermore, it aims at defining to what extent the rigorous coaching design, as it was conceived at that time helped accompanying teacher practices is necessary. The working hypotheses are embedded in research traditions focusing on the link between research and practice, or action research, adopting a constructivist and systemic perspective: the key idea being to obtain the adherence of all actors involved through articulated communication processes, exchange networks, and the reading and writing about the work and the organisation of school work. The research questions concerned progression of the actors in a logic of Learning Organization, their relation to

theory, its articulation to practice, to constructed knowledge, to inherited traces which are visible today, in order to identify some lasting significant appropriations of professionalization, beyond nostalgic or ambiguous evocations. As it is underlined by a teacher - « certain conditions are needed, in order to seize theory » - theory being a lever as well as an impediment. Furthermore, some aspects of the current control of teacher's work activities are discussed in relation to processes of decentralization. These aspects question the relevance of a claimed professional development and, as such, the definition of the "métier".

Jacqueline BECKERS & Germain SIMONS

Retrospective analysis of collaborative research programmes in the field of foreign language teaching/learning carried out by the University of Liège

In this paper, we present the outcomes of a study which aims at analysing, in the light of two distinct, though complementary theoretical frameworks, five action-research programmes which we have carried out in the field of foreign language learning/teaching. The first framework, formalized by Desgagné *et al* (2001), identifies three different steps in collaborative research: 'cosituation', 'coopération' and 'coproduction'. The second one, proposed by Pastré (2005), deals with the concept of 'instrumental', 'conceptual' and 'identity' 'geneses'. First, we briefly present the five collaborative research programmes. Then we explain this double theoretical background. Finally we examine some of the characteristics of the five research programmes through the prism of this theoretical framework and of a vast survey conducted on the teachers and the researchers.

Denise ORANGE RAVACHOL

Science education researcher/teacher collaboration and teacher's choices in classroom: a case study in Earth science

While managing students in the classroom, teachers usually do not make the choices they had previously planned, even when these choices originate from collaborations with science education researchers. Therefore, we are compelled to conduct a more in-depth study of the logic of the organization of the teaching practice. This was done through two geology teachers working with their 17-18 year-old students on the problem of the running of a subduction zone (convergent boundary where two tectonic plates collide). In order to understand the scientific knowledge building, we favour the theoretical framework of problematization, shared by the team including these teachers and two science education researchers. We do show that the collaborations lead the teachers have their students problematize, but it must be said that this problematization remains superficial, sporadic and is rapidly discarded for a logic of selection of the right answer. The constraints of school standards and the prevailing epistemology of the teaching staff seem to be decisive in these changing ways of teaching.

Magali HERSANT

Goals, conditions, interests and limits of a researcher and teachers collaboration: an example in mathematics.

In 2002, a new mathematics curriculum for the primary school asks teachers to use a new kind of problems in their classes: « les problèmes pour chercher ». Since primary school teachers are polyvalent teachers, we created a working group to help them achieve this new objective, which was comprised of primary school teachers, mathematics teachers, and researchers in didactics of mathematics. The goal was to develop didactical situations that fit the characteristics of “problèmes pour chercher”. This paper is a retrospective study of this collaboration. We first spell out the different status of the participants in this collaboration, together with their individual aims and common goals. We also present the theoretical framework and the methodology that was used in the group. We then analyze from the objective evolution of a didactical situation how the knowledge originating from the teacher practice and from research both contribute to this evolution. Next, some limits of the work are pointed out. Lastly, taking into account all pros and cons, we discuss the conditions and the intended aims of such collaboration

Sabine KAHN

Reforms against the repetition or non-collaborative research limits

This paper studies how results obtained by research in education science are used by actors in the field of politics as well as in the domain of education. The case example studied here concerns research on pupils' repetition of a school year. A first observation shows that research on the question is abundant but has never given rise to collaborative forms of investigation. At the political level, research results are translated into instructions forwarded to teachers; these instructions take the shape of strategies to be implemented in their classes. Our inquiries reveal that despite a general attitude of "obedience" on the part of teachers, the orders are never carried out to the letter, but adapted to tie in with the demands of teaching practice. These adaptations, however, are not infrequently found to be counter-productive with regard to the aims originally pursued by the reforms.

Nicolas PERRIN

Collaboration between researcher and actors : role of the object of study and of the observatory in an approach course-of-action

This contribution questions link between research and training within the empirical program of course-of-action. It is focused first on the definition of the object of study and second on the nature of the activity requested by the observatory's course-of-action. The observatory of course-of-action (Theureau, 2006, 2009b) aims to study the activity of the actors. It implies to go back in dynamic situation using traces to encourage verbalization of the pre-reflective consciousness. A clear distinction is made between then 1) the verbalizations and 2) the analytical commentary or awareness. This distinction is not obvious to fit in the analysis of a training situation.

Discussions focus on 1) the relationship between working conditions and the progressive definition of a research object, 2) the activity solicited by the observatory of course-of-action and awareness by the actors at this occasion.

Laurent FILLIETTAZ

Situated forms of research interviews as strategies for revealing vocational knowledge. An insight from initial vocational training interactions

When practitioners meet with researchers in the natural conditions of their ordinary activities, they often provide spontaneous comments in which they reflect on various dimensions of their professional practice. This paper proposes to explore the methodological potentialities and limitations of these verbal productions in order to illuminate the relations between research and practice in the context of vocational education. To do so, the paper refers to a research program currently conducted on teaching and learning within the Swiss dual VET system. Although this program focuses mainly on interactions between apprentices and various sorts of experts in vocational schools and training companies, it provides empirical evidence regarding the ways teachers or trainers interact with researchers during ordinary teaching or working activities. The paper proposes an empirical approach to these sequences of interaction and uses these data in order to illustrate the variety and complexity of vocational knowledge trainers are able to reflect on when making their actions accountable to researchers in such contexts.

Isabelle VINATIER

Interview of co-explicitation between researcher and teachers: a way of emergence and expression "capable subject"

The theoretical locus of our research is professional didactics: among other goals, we strive to understand what a teacher may learn from the analysis of his or her own professional activity. We approach the issue by attempting to specify the type of collaboration that we might suggest to two professional teachers for the subsequent analysis of their work. Such a collaboration embraces both research and training issues : its goal is to allow the professionals to analyze their behavior subjectively during a debate that they conducted for themselves and not in reference to a model of standard practice. The comparison of these interviews in which each participant – Ch, a teacher with six years of experience and PI, a professional considered to be an expert (a pedagogical counselor) – “explains” himself or herself to the other allows them to measure how and to what extent the temporal dimension of experience is operative for the subjects themselves (as well as for their students). In this way, the length of experience is articulated with the time required to transform experience into explicit knowledge. Ch is concerned with managing the effect of her conduct in the classroom in relation to his intentions, while PI exhibits the need to formalize his knowledge-based experience. The comparative use of video and the researcher’s analysis of transcripts of the debate session demonstrates that the professionals admit that the analysis of the session the researcher proposed to them as a framework for conceptualizing their practice proved to be a richer critical tool than using only the video

Claire VAUGELADE BERG

An example of a model concerning the collaboration between researchers and practising teachers in Norway

This article offers both a description of the main characteristics of an ongoing research project in Norway and, through the presentation of an example, an illustration of the way developmental research is understood in this research. The project is rooted within a theoretical approach where the notions of co-learning and community of inquiry are central. Relevant issues emerging from this project are presented and discussed through this article, especially the relationship between knowledge arising from practice and knowledge arising from research.