Philosophy workshop in school context

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Résumé des articles

- **MARIE-FRANCE DANIEL**
  *Praxis of critical dialogue and thinking in the classroom*
  In this paper, I will first present the pragmatist conception of “responsible education”; which has its foundations in the interrelation between experience, communication and critical reflection. Then, I will question critical thinking as it is manifested by pupils: Is it a product or a process? Does its development presuppose irreversible stages? What are the obstacles to its mobilization? Finally, I will present distinctions between elements associated with discursive competencies, namely: narration, conversation, discussion, non-critical dialogue and critical dialogue.

- **JEAN PASCAL SIMON & MARION BOULNOIS**
  *Doing philosophical inquiry with children*
  We have two objectives with this paper. The first one, is to show that philosophical inquiry can be a school practice in France and response to the school programmes. Philosophical inquiry can teach the pupils to think by himself and with the others for example. Our second purpose is to expose principles for implementation in the classroom. We will formulate four requirements, that seem minimal for us, for these debates really address the philosophical dimension announced in their name.

- **MURIEL BRIANÇON & AMANDA MARTY**
  *Learn to face the uncertainty to the primary school thanks to the Collaborative Philosophical Inquiry*
  Within the framework of the complex thought and of his book Seven knowledges necessary for the education of future, Edgar Morin suggested teaching at school a fundamental knowledge: “face the uncertainties”. Can the pupil learn to face the uncertainties at elementary school? As it is connected to the Unknown, can this last one become a new object of school knowledge? In our theoretical perspective of The teaching Otherness and the Aussersein meinongien, there is well a knowledge of the Unknown which deserves its place in the school learnings. Can the philosophical discussion then become the privileged device in the service of this learning? Our review of the means to face the uncertainty (bet, elaborate strategies, ‘problématisation’, philosophize and think the unknown) and of his dimensions (the indecision, the doubt, the chance, the change, the ‘problématicité’, the unknown) allow us to establish railings for interpreting the comments of 6-11-year-old pupils collected during two DVP. Our results show that the DVP allows the children to work directly their report on the (not)knowledge. Not thought zones and competence to be developed could become new stakes in learnings in the future school.

- **ANDA FOURNEL**
  *Philosophy in the Classroom : doubt and self-correction*
  The classroom can be transformed, as advocated M. Lipman, in a “community of philosophical inquiry” (CRP) as a framework for dialogical and interactional experiences. Collective reasoning may destabilize the individual rationality and thus promote the event of doubt. The purpose of this study is to examine the place of doubt as a mental state: Would it play a role in the improvement of the thought, which one of the visible forms would be the self-correction? We looked, in a first approach
which is quantitative, if the model of “CRP” can favor self-correction, how the pupils estimate this attitude and what they are really doing when they correct themselves.

- **VALERIE SAINT-DIZIER DE ALMEIDA, ANTONIETTA SPECOGNA & CHRISTOPHE LUXEMBOURGER**
  
  *Teaching communicational activity in collaborative philosophical inquiry*
  
  The paper deals with animation in Collaborative philosophical Inquiry. Like psychologists ergonomists, we develop that to design training on communicational activity (animation in CPI in this case), it’s necessary to understand this activity through the study of its accomplishment. To improve the understanding of animation in CPI and to identify different styles of animation, we propose to study nine CPI transcribed involving three elementary school teachers. We present models and methodologies used. Your framework borrowed from social psychology, ergonomic psychology and language sciences. We propose to study the role of teachers/animators in the communication distribution, in the functional structuring of the activity and so, we identify the functions that their behaviors enable them to accomplish. From the results, animation styles are identified.

- **ALINE AURIEL**
  
  *Schematization and description of communication’s functioning in philosophy workshop in academic context.*
  
  Through this paper, we propose to draw up a model of philosophical discussion as a particular situation of communication, in order to understand the functioning of the communication in these spaces of collective thinking. We adopt a systemic-constructivist-interactionist approach, pointing out the importance of a global view of communication, rather than focusing on each exchange. This vision enables us to describe the functioning of teacher-student and student-student interactions, in the philosophical discussion; and to identify the element to take into account in the analysis, such as different contexts of philosophical discussion, for example.

- **AUDREY DESTAILLEUR**
  
  *Teacher’s roles in content construct during disciplinary debates*
  
  This article realize a doctoral research based on the observation of debates at school in several disciplines: philosophy, literary and sciences. Starting from a didactic and comparative analysis, we would like to emphasise in particular specificities of the organisation of debates by teachers in philosophical debates at school. The analysis composed of the transcripts from the wiretaps of three series of debates led by four teachers in philosophy, literary and sciences, like to point out teachers’s choice on singular performing of phylosophical debate and describe the discursive organization of debate by teacher on the basis of the analysis of teachers’s scaffolding.

- **BERENGERE KOLLY**
  
  *Philosophy at school and coeducation*
  
  What the coeducation does to the philosophical discussions in school space? What the philosophical discussions can do to the coeducation? The philosophical discussions are a place of neutral reflexivity, so a place to prove of the identity of the two sexes in the thought. This article presents a short study about discussions conducted in a secondary school. It shows that the friends and peers – who frequently are of the same sex - possess a considerable part in the inertia or the change, towards equality between the sexes, in education.

- **MYLENE BLASCO**
  
  *Philosophical discussions : analysis of continuous texts*
  
  This paper proposes an analysis of continuous texts based on a specific corpus made of philosophical discussions. The aim of this syntactic study is to show the inner organization of textual extracts, from their regularities to their variations. After having explained our methodology
of analysis of the grammar interactions and of textual visualization – through grid-mapping- our
aim is to show, through specifics sequences, how to understand the process of composition. We
then give some syntactic hints about the structures framing this work of construction of the text.
Our syntactic description on relatively long passages enables us to see more than a simple oral
organizational principle; it highlights the outstanding properties of regularity and symmetry the
speakers seem to follow in these types of production.

PHILIPPE ROINE

Analysis of the representations of other speech in direct speech and indirect speech during
the collaborative philosophical inquiry

The objective of our study was to characterize the processes of conceptualization within the
discussions with philosophical aim in primary education. In this end, we have integrated the
concept of “dialogism” (Bakhtin, 1978, 1984) now widely used in the discourse analysis. We
examined different linguistic forms based on Bakthin’s and Auhtier-Revuz’s studies on discourse
representation. By analyzing five discussions, we noted the origins of the “other speeches”.

LIDIA LEBAS-FRACZAK

Pupils’ intellectual operations and teacher’s perception in three discussions in a class of
schoolchildren aged 6-7 years

In three philosophical discussions in a class of schoolchildren aged 6-7 years, we analyzed linguistic
forms in successive utterances to establish the intellectual processes involved. Our analysis first
confirmed that pupils systematically use elements of their pairs' contributions, thus participating in
a collective construction of ideas rather than simply exchanging them. Our study also evidenced
that this construction process involves various intellectual operations such as analysis, synthesis,
integration, generalization or, at least, consolidation of an idea selected among those previously
formulated. However, analysis of the teacher's utterances showed that the teacher did not always
perceive the interactive nature of the pupils' contributions and the underlying intellectual
operations, some of the utterances appearing to her as more or less irrelevant or as merely
repetitive. After an illustration of different intellectual operations observed, we examine some of
the teacher's misjudgments. Although a perfect recognition of pupils' reasoning is hardly possible,
teachers need to be aware of potential intellectual hidden value in pupils' contributions.

Varia

TERESA ASSUDE & JEANNETTE TAMBONE

Episodes of a dyslexic student's biography about a problem solving

What are the favourable conditions for mathematical learning specially
in solving mathematical
problems? To investigate this question, we identified episodes of a dyslexic student's biography
that show the importance in mathematics learning of the way the didactical environment is
organized. We highlight the way this student in spite of her disabilities is able to fulfil the pupil's
position.

NICOLE GALASSO-CHAUDET & BERTRAND BERGIER

Consideration of the pupils at « Particular Education Needs » and teaching practices : the
logics at play in context of « including school »

This article is interested, first of all, in the changes arisen in France, since the construction of the
school of Jules Ferry ( 1882 ) in our days, when it is about the consideration of the pupils at " Particular Educational Needs ". Runner of a chronological and semantic exploration of the texts of
law and the history of the name of the different pupils, we highlight three big periods which
determine three types of school: " the segregationist school ", " the integrative school " and " the
including school ". These three phases of evolutions take sense(direction) in the registers of
justifications which allow to place the evolutions and the changes in the terms that the sociologists,
Boltanski and Thévenot ( 1987 ) used to describe more general social models of skill(competence):
the " civic world ", the " domestic world " and the " industrial world " still called "model" or "logical"
(Derouet, on 1988). In the current context of " the including school ", we wanted "to meet" the
teachers of ordinary class concerning the consideration of the pupils at "Particular Educational Needs". The methodology of the narratives of practices (Bertaux, on 1976) allows us to collect what the teachers of the first degree say of their practices, in the small facts of the everyday professional life. We show then, in reference to the various "worlds" (Boltanski and Thévenot, on 1991) and from the analysis of these narratives, how the logics of action (Boltanski and Thévenot, on 1991) show themselves and according to which composite assemblies (Derouet, on 1988) in the heart of the teaching practices. So, by studying the commitment (Galasso-Chaudet, 2013) teachers in the situations of inclusion, the led research brings tools for a better understanding of the work of primary school teachers.

FLORENCE DARNIS & LUCILE LAFONT

Language and team games rule building in physical Education teaching

In a socio-constructivist didactic physical education teaching model, 6 years old pupils have to play at a collective ball game. At the same time, they have to tell each other action rules to be better players. Furthermore, at school, they have to write in a cooperative learning setting attackers action rules and defenders action rules. The results show that they made progress in tactical abilities to make better choices. The language is used to a better action rules understanding in a socio-constructivist physical education didactic model. This research is the result of two years of collaborative work between an academic researcher and a school teacher in a participative research. The descriptive results highlight a teaching game for understanding way to learn language and at the same time it shows language use to better play collective ball games.

ALAIN FIRODE

Culture and the formation of mind in K. Popper and J. S. Bruner

Bruner often refers to Popper’s famous theory of “world 3” in order to underline the major role which, according to him, cultural and social environment plays in development of human mind. Bruner’s conceptions, nevertheless, are different from Popper’s. Their disagreement mainly originates in the fact that Bruner doesn’t share the realistic conception of symbolic world which Popper supports. In addition, the psychologist assumes a structural difference between narrative and scientific logics, which contradicts some basic principles of popperian epistemology. The result is that Popper’s and Bruner’s theories of mind show different pedagogical implications.

QUENTIN MAGOGEAT

Comprehensive approach to cheating in schools: high school cheaters students may now speak

Academic cheating in France is a phenomenon that has been only conducted by a few studies. Therefore, to compensate the lack of research in this particular field, it seemed relevant to lead a comprehensive study on those future students who currently are high school pupils. In that way, this study allows high school pupils who admitted cheating to explain the reason why they act the way they do. Based on thorough interviews, the investigation reveals a series of reasons and explanations. Besides, cheating at school appears to be an identity construction process for those pupils as well as a way for them to develop specific skills. In addition to this, the study also focuses on the ethical dimension of their behavior by inspecting for instance their ability not to feel any sense of guilt.