

Conceptual and methodologic propositions for didactic for vocational training

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There is little literature on vocational training dealing with didactic questions. Thereby, we can note that conceptual field and methodological propositions for analyzing or constructing curricula, situations and contents of vocational training seem to be little shared. This dossier aims for examine how empirical or more theoretical research take into account various didactic questions raised by vocational training. It shows that issues studied are in line with those of didactics for general or technological education (particular attention to the contents of teaching / learning, learning conditions of these contents...) but with specific features of vocational training curriculum and situations.

Summary of articles

■ LUCIE PETIT & ANNE-CATHERINE OUDART

How to learn and how to teach professional gesture?

In this paper we wonder which method would be the most appropriate to create situations centred on professional gestures training. These situations should articulate perceptive and motor dimensions to the understanding of a specific process. To investigate this issue, we analyse first the activity of two welders, then the interview of a welding instructor. Afterward, we examine the most frequent methods used in welding skills training. Our investigation is based on professional didactics used as a means to understand training programs for this category of gestures.

■ JORIS THIEVENAZ & THIERRY PIOT

The astonishment: an didactic vector in professionnall training

Summary: While in philosophy the astonishment approach has always considered prior to any act of thought and production of new knowledge, the concept curiously remains outside the field of education and training. We show in this paper how the "encouragement and support the astonishment" is a powerful didactic lever to encourage the occurrence of new learning in the learner. This is to study more specifically the concrete uses arising from this notion. For this, we record our reflection in a pragmatic approach of experience (Dewey, 1938) and support our remarks on case studies from support systems of student interns at the moment of debriefing of interns return in the Nursing Care Training Institute.

■ SOLANGE CIAVALDINI-CARTAUT

A professional didactics design of mentors' training : observation of professional practice in physical education

This study concerns the observation of preservice teachers' practice in Physical Education as preliminary stage in the mentoring post lesson conference during the year of their professionalization. Its exploratory aim is to show a professional didactics contribution (Orly & Vidal-Gomel, 2011; Pastré, 1999, 2005, 2011) for mentors' training design based on the analysis of work. The relationship between the operational model and the abstract structure of the situation of observation allowed the creation of objects of training and highlight limits of the traditional mentor's training. The results show the problems posed by the gap between the operational model and their style of mentoring (Clarke, 2006). Results allow estimating the potential apprenticeship of the observation of the preservice teacher's practice as well as necessity to allow mentors to revisit their own faiths or designs of preservice teachers' training for their professional development and skills.

■ **AMÉLIE LIPP & LAURENCE SIMONNEAUX**

How to promote the development of teachers' activity in relation to the issue of farm animal welfare?

Animal husbandry teachers are triggering acute challenges when they plan and realize teaching-learning situations particularly because of the current deep changes in the agricultural domain (environmental impacts of animal breeding, ethical issues, public health ...). Our study aims to analyze the potential development of the power to act of animal husbandry teachers when they deal with a learning object such as animal welfare. It is based on an interventionist research conducted with three animal husbandry teachers in bovine husbandry. This article focuses specifically on our choice to articulate two complementary conceptual and methodological frameworks, the didactics of socially acute questions (Simonneaux and Legardez, 2011) and clinic of activity (Clot, 1999) to make comprehensible the potential development of teachers' power of act. Our results show that the introduction of acute dimensions of animal welfare in the research-intervention methodology allows teachers to describe what is difficult to say or to do in the professional genre. Indeed, the tensions in the teachers' activity are linked with the professional genre of breeders and the professional genre of teachers. Our results highlight a development of teachers' power to act supported by an improvement of their action efficiency.

■ **PATRICK MAYEN & CHARLES-ANTOINE GAGNEUR**

Analysis and development of learning potential of work situations, a perspective of professional didactics

The purpose of this article is to develop the concept of learning potential in work situations and to highlight a number of learning conditions and processes as tools for the design of training in work situations. On a broader level, it aims to place learning as an intermediary between work and training in the conceptual and methodological framework of professional didactics.

■ **LUCILE VADCARD**

What makes a study being a « didactique » one ? A characterization attempt

This text proposes a characterization of what could constitute the essence of a didactic approach of educational issues. Based on the pioneer case of didactic of mathematics, we come back to some potentialities of this approach for vocational training. Doing so, we also formulate some remarks on the research domain of "didactique professionnelle" as it is presented in some of its founding texts. Finally, we propose some directions for further studies.

■ **JEAN-FRANÇOIS MÉTRAL**

What are didactic issues in empirical researches in vocational didactic ?

Vocational didactic expresses a didactic aiming in its name. Yet several searchers observes that didactic dimensions would actually be limited in empirical works in this search field. In this text, we analyze significant empirical works in vocational didactic and show how they approach and deal with issues specific of didactic researches: study of the training contents ; question of social reference for the formation and didactic transposition ; epistemological approach and learning obstacles

Varia

■ **PASCAL DUPONT**

Literacy and mediation activities in primary school : to reconsider the modalities teaching and learning

Building on the broad epistemological orientations of the concept of literacy and its French approach, it will, in this article, consider how it can contribute to the study of mediation activities and renewal educational modalities teaching and learning in French primary school. In this perspective we are wondering about the different types of oral and written reflexive and on the principles of their organization and their use in a participation framework to focus student's attention on objects of knowledge. The more specific purpose of our study is to compare their role

in first year of kindergarten and fifth grade classe in French-language sequence to determine whether they may have similar role regardless of class level.

■ **MICHEL FABRE**

About some misinterpretations on his philosophy of education

During the educational crisis of the 1960s in the United States, intellectuals like Hannah Arendt blame educational thought of John Dewey. He would promote children's self governing, emphasize the pedagogical approach at the expense of content, substitute the know how to knowledge. The charges are indefinitely repeats by anti-pedagogical criticism raging in France since the 1980s. This article attempts here to make the difference between the real pedagogical thinking of Dewey and the drifts from some of his followers, drifts Dewey convicted himself. But these excesses have contributed to the misinterpretation of the pragmatist philosophy of education. It will also point out the critical resources of the thought of Dewey in respect of a number of past and present educational presuppositions, so called common sense.

■ **ANDRÉ PACHOD**

Hyper modern context : the triple teacher's approach

Situated in a hypermodern context characterized by new relationships in time, in others, oneself, the knowledge, the teacher is invited to activate a triple approach. The first, of sociological nature, the fact of evolving in a contemporary environment to know and understand in its evolutions, its realities, its waitings, its contradictions, its challenges. The second approach, of a philosophical and anthropological nature, locates the teacher in front of or in the face of this hypermodernity, inviting it to stop to question the educational offer and to follow certain orientations. The third approach is resolutely ethical : within its class and school, it acts in an ethical way by deciding priorities with the service of the success of the pupil.