

Research on education and training : PhD students and young PhDs' contributions

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This issue of *Research in Education* follows the international Doctoral Colloquium on Education and Training held on 27 and 28 October 2016, bringing together PhD students and young PhDs from different disciplines, various research laboratories and different nationalities. Of the eighty-five papers presented at the thematic workshops, twelve papers were selected and constitute the summary of this issue. The first part of this issue focuses on teacher training. The second part of the issue focuses on the division of labor and the process of transmitting knowledge in a variety of contexts. Finally, the last part deals with the development of skills and effects of devices.

Summary of articles

■ LAURENT MICHEL & STEFANO BERTONE

Effects of a coteaching experimentation on the professional development of preservice teachers: two cases studies in university teaching

This study assessed the effects of a coteaching experimentation on the professional development of a preservice teacher (PT) in physical education, during his initial training. By the study of the effects of two coteachings experimentations between a university supervisor and a PT, and following the postulate of Wittgenstein's collective action (2004), this study examined how this experimentation helps the university supervisor to show the meaning of work rules by orders or ostensive action. It also shows that this experimentation encouraged risk taking of PT during their lesson. It shows that this experimentation has been a productive artefact to stimulate the PT's professional development, offering new ways to understand the teacher's apprenticeship in their initial training by block-release training.

■ FRÉDÉRIQUE MARIE PROT

For a new paradigm of teacher training : educational clinics

Our proposal is in line with the work on the universalization of teacher training. Reflecting on the gap between the concerns of researchers and professors, Sensevy (2011) proposed in Theory of Joint Action in Didactics a new paradigm of training that he designed on the model of medical clinics. The instrument of such clinics would be co-operative didactic engineering developed jointly by researchers and professors, aiming to constitute a science of joint action. This joint development leads us to think of a new model of teacher training as a process of investigating the profession carried out jointly by researchers and professors in training.

■ TOMMY TERRAZ

Altruism, a condition of educational and emancipatory authority ?

More than ever, the thorny issue of authority in the context of education is under discussion today. Although there seems to be wide acceptance of a certain "erosion" (Prairat, 2012) of educational authority, nonetheless the notion of authority is understood in a variety of ways. Authority and authoritarianism are often confused, and this leads on the one hand to the radical rejection of the very idea of educational authority and, on the other hand, to the nostalgic desire to rehabilitate some perverted forms of harsh traditional authority. However, if understood in the sense of *auctoritas*, authority is neither domination, nor manipulation, nor conditioning, so much so that it seems necessary precisely because: it authorizes educators to educate; its legitimacy is freely acknowledged by the educated subject; it authorizes the educated subject to grow - its aim is not the submission of the other, but his/her emancipation. From a reflexive approach to the philosophy

of education, we support the view that an educational ethic of altruism constitutes the precondition to accessing an educational and emancipatory authority, and then its correct actualization in each singular situation. Indeed, this educational ethic aims at the emancipation of the "personne"; unconditionally respects all human beings as a "Personne" and prohibits all violence and nuisance against him/her; it allows mutual and free acknowledgement; it embraces the personal and symbolic third party; it facilitates the synergic construction of knowledge and the transmission of a cultural heritage of humanity; it provides a way of escaping the pitfalls of mimetic desire; it leads to consider the asymmetrical relationship of education as a temporary and potentially reversible one.

■ **MARIE DAVID**

The division of teaching work and his consequences on the knowledges

In high schools and at university, how do teachers to distribute classes and teachings among themselves? I am interested in an aspect of the division of teaching work, the distribution of services, but also to the results of this division on the definition of contents of learning. The service of high school and university teachers forms the practical framework of their activity and has direct consequences on their work, particularly on the way they prepare and deliver their lessons and therefore on the knowledge they will teach. This text is based on a field survey carried out in a major city in the West of France, in two high schools and in a university. The courses of two school subjects, economic and social sciences, and physics and chemistry, and three university subjects (physics, chemistry, sociology) were observed during three years

■ **MARINE VÉJUX-GRILLOT**

The problematization: an entry for examining and rethinking pupil learning in physical education in nursery school

This article reports on a collaborative approach in three classes of the third year of nursery school. The study brings together preschool teachers and one researcher collaborating on a « forced situation » (Orange, 2010) in collective games. The situation is based on an alternation « action-debate-action » for the pupils. The objective is the pupils problematize from an obstacle encountered in situation in order to surpass it and to transform their motor skills. The ability of nursery pupils to problematize as well as the impact of the problematization activity in the construction of motor learning in physical education are examined in this study.

■ **EUNJA LEE**

The role of the teacher in the interaction of FLE (French as a Foreign Language) Students: Case Studies of Teaching Practices with Korean Students

The purpose of this study is to (re) define the role of the teacher in oral interactions in FLE classes in South Korea. The analysis of teaching practices in general French (level A0-A1) has shown the diversity of professional practices developed to accomplish, in this specific context, the different teaching functions. Our focus is on strategies for implementing a "hybrid" teaching methodology for Korean learners, including : use of the learners' mother tongue ; the application of techniques deriving from the traditional language teaching approach still in force in South Korea (translation, oral reading, direct repetition of important sentences or textbook conversations and individual questions on the contents of the conversation) ; and the application of certain methods within the communicative and action-based approaches. The final objective of this study is to analyze the teaching practices mentioned above and to determine which ones work and to try to offer contextualised instruction adapted to the Korean public.

■ **BENOIT PIROUX**

Teacher identity and inclusive college: what changes in the face of working environment undergoing transformation ?

The 2005-102 law, called "law for chances equality, participation and citizenship for handicapped people", permitted to show obvious links between the universe of specialized education and the ordinary school system. This political will, coupled with a social evolution towards postmodernism, induced a deep mutation concerning the role of high school teachers, who are nowadays situated between, one of the hand their institution, hardly understandable because of the masses of daily directives, and on the other hand, their more and more heterogeneous "daily users". Beyond a support on personal experience and abilities, we notice a game of positioning in a new space of expression, in order to respond to a need for identity coherence, combining aspirations, representations of a vocation, regard to significant others and request from the institution.

■ **SABINE ZORN & MINNA PUUSTINEN**

Help for learning: the case of students with autism spectrum disorder and their teachers at lower secondary school

With the February 11, 2005, law for equality of rights and opportunities, participation and citizenship of people with disabilities, the question of help to students with disabilities has become a central issue in France. Within this context, and with the aim of contributing to improving the learning conditions of secondary students with an autism spectrum disorder (ASD), lower secondary teachers and students with ASD were interviewed. We analyzed both (1) help provided to lower secondary students with ASD by teachers, and (2) help sought by lower secondary students with ASD from teachers in the classroom. The results showed that teachers mainly provided their students with ASD with generic (rather than specific) help and that most students with ASD actively sought help in the classroom.

■ **FABIENNE MONTMASSON-MICHEL**

The service women in nursery schools, manual activities, and literacy

Service women in French nursery schools (now ATSEM) have acquired an indispensable place among the teachers. While they were contained in the margins of educational activities, they entered classrooms in the last decades of the twentieth century and acquired pedagogical skills. During nursery school's development in the second part of the twentieth century, language has become a priority. Young children are expected to be introduced into the written culture demanded by long schooling. Since then, a social division of pedagogical work has emerged : teachers become responsible to the most legitimate fields, while ATSEM achieve material preparation, classification of work and conduct "manual activities". An ethnographic research studying language socialization of young children grasps their pedagogical work. It shows its contribution to initiate children in the written culture. ATSEM order bodies and objects. They accompany bodily children while objectifying in their words graphic and scriptural concepts. They thus convey a useful school culture, well present in the classrooms. However, this way to do is delegitimized by the prescription field, favoring reflexive processes and presupposing autonomy already there.

■ **ÉLÉONORE VRILLON**

Towards democratisation of education and training through MOOC ? Analysis of students characteristics of 12 MOOC of the platform France Université Numérique (FUN)

Massive Open Online Courses (MOOC) growth has been rich and worldwide in a few years. A real enthusiasm characterized that development perceived as a way to democratise higher education, to really open education and training. But first studies highlight that most of the enrolled students in MOOC belong to social privileged classes (Christensen & al, 2013 ; Ho & al, 2014 ; 2015). According to that results, could we still argue that MOOC contribute to a democratisation of higher education? This study examines French situation. Using data collection (n=5709) from an ad hoc questionnaire disseminated to 12 MOOC offered by the french government platform France Université Numérique (FUN), we found differences between American MOOC student profile and French MOOC student. But they both share privileged socioeconomic status, according to their level of education and nature of employment. These social characteristics influence MOOC access and use. If we could interpret these fundings as a « segregative democratisation » (Merle, 2000), it's seems most appropriate to talk about massification. Indeed, despite MOOC openness, their use as educational leisure or training resources by a socially privileged audience seem to perpetuate inequalities of both cultural and educational field and reinforce disparities.

■ **INES ALBANDEA**

Wage penalty and interruption on postsecondary education in France

In France, more and more young people are interrupting their post-secondary education even if re-enter higher education implies all kinds of costs. Yet, little attention has been given so far to the effect of temporary dropout on future wages. This research highlights the difficulties in measuring the net effect of schooling discontinuities. On the one hand, temporary interruption seems to have a positive effect on wages. On the other hand, labour market tend to reward more diploma of people with linear path than diploma of people who left postsecondary education. In fact, people who interrupted temporary their education could have better characteristics like greater motivation that employers value in the labour market. Moreover, it is possible that jobs that interrupter held

during his interruption is expected to be more valuable than the pre-graduation experience acquired by non-interrupter, even after controlling for the level of work experience.

■ **AGATHE FANCHINI**

The effect of school support on the development of the social skills of pupils from 7 to 12 years

While the role of social skills is today reaffirmed in the new Common set of core skills, the effectiveness of school support schemes in the development of these is disputed. A questionnaire survey was thus developed to measure the evolution of different social skills of 855 pupils from 7 to 12 years. Using the double-difference method after matching on a propensity score, the results obtained concern the nature of the values transmitted by the education system. Social skills playing on the success of pupils and encouraged by educational support, are in fact individual strategies of assertiveness while devaluing the social skills of living together or openness to the world.