

At the source of trust in the educational relationship

Coordinated by Hubert Vincent

It is an old problem to know how, in any educational process involving someone who knows or is supposed to know, someone who does not know or is supposed not to know, the attention may be gently slide towards what is common to them or what they can talk about together. Then knowledge is no longer in the mind of such and such a master, but "is valid for" reality as much as it separates us from it and assures us of it. From one position to another, trust changes meaning: from the interpersonal and subjective that it seems at the beginning, it moves and modifies its anchorages to concern these signs of knowledge and otherness, and first of all the language. In short, and as the didacticians say, there is a master effect in any educational process and the question is to get out of it. It is on this condition that trust changes meaning. This issue of the CREN review explores this problem from very different points of view: that of the history of the philosophy of education, that of epistemology, that of the analysis of ordinary pedagogical relations, that of the analysis of the present. that of emancipation, and that of comparative anthropology.

Summary of articles

■ DIDIER MOREAU

Self-Reliance and Educational Metamorphosis

This article investigates how, in education, self-reliance has been underpinned by trust in the educator. By distinguishing confidence and seduction, one returns to education its original project to lead the subjects towards the emancipation. At first, this project is examined through Seneca's theory of friendship. But we must understand the aporia of modernity which builds self-reliance over distrust of authority. The solution of Gadamer's hermeneutics is questioned in the educational relationship. The third problem is the destruction of self-reliance by educational institutions. Emerson's essays are a guide to grasp this process and the remedies he advocates for rebuilding self-reliance. Finally, in Proust's work, considered as a novel of formation, one can read the practice the most completed of self-reliance building.

■ WANDERLEY C. OLIVEIRA

The classroom and the teacher's discourse

We have identified with H. Arendt (1993) rhetoric as a specific mode of the political discourse, whereas dialectic comes as an appropriate mode to the philosophical discourse. Rhetoric aims at persuasion. There the objective is to impose someone's point of view over that of someone else. With dialectic what is aimed at is to discuss something with someone. While rhetoric brings up power of some over others, dialectic favours friendship. Between these two modes of discourse, which should the teacher's discourse favour in the classroom? To reach some conclusion, we first characterize rhetoric and dialectic. Then we prepare a table comparing them. Last but not least, we endeavour to realize what may happen when we attach these to the teacher's discourse. The rhetoric teacher's discourse, although helpful in the learning process, aims at, ultimately, the exercise of power. Hence the importance of a slight use of irony as a resource to look askance at rhetoric in favour of dialectic which, instead of a relation of power, creates friendship, based on respect and trust of one in the other.

■ SILVIO GALLO & ALEXANDRE FILORDI DE CARVALHO

To trust and to tell the truth: for a political community of production of the ethical bond in the pedagogical relation

This paper aims to problematize the theme of trust in the pedagogical relationships established in schools, and it does so by taking as a central one the notion of parrhesia, proposed by Michel Foucault based on the study of ancient Greek texts. Such concept is presented and commented on from the last courses of Foucault, but also with the aid of a contemporary reading proposed by

Maurizio Lazzarato in recent works, which mainly problematizes the ethical and political aspects of the parrhesia. In the field of pedagogical relations, the effects of "telling the truth" are problematized and how new ethical bonds and new relations of trust (in oneself and in others) are generated from such parrhesiastic acts. Thinking parrhesia and its effects, sometimes Foucault has mentioned the figure of the teacher; in this article, the telling the truth is thought from the point of view of the students, in order to understand the effects it produces in the processes of subjectivation.

■ **ALAIN FIRODE**

The uncertain schoolmaster: some remarks on the popperian conception of teaching

According to Karl Popper, a good teacher doesn't aim at winning his pupils' confidence. On the contrary, like the Greek philosopher and physicist Thales, he strives to challenge them to object to his own theories. This original way of conceiving the educational relationship, which consists of considering pupils as potential opponents, ensues from the essential principles of the popperian philosophy (i. e. "critical rationalism"). As a result, this leads to an anti-authoritarian conception of education that focuses on the development of critical thinking.

■ **FILIFE CEPPAS**

Confidence, anthropophagy and pedagogy

We will evaluate the notion of trust based on an investigation of its "anthropophagic occurrences", with the intention of drawing its possible pedagogical implications. The first step is to grasp the phenomena or images that must be associated with a relationship of trust in anthropophagic rituals and in the cultures of anthropophagic societies in general. Secondly, we will question the possible consequences of this debate in the context of a supposed "crisis of Western societies" and of that of the "modern" or "classic" Subject, ending with some pedagogical ideas inspired by Oswald de Andrade's anthropophagic philosophy.

■ **HUBERT VINCENT**

Confidence, language resistance

The purpose of the text is to analyze and present the notion of « passibility » specific to Jean-Francois Lyotard, who appoints and tries to identify an experience of reception. The text first shows how this notion makes sense from the diagnosis that Jean-François Lyotard regularly made of our time and its most problematic trends. He then shows how this experience of reception can be understood according to its link to a certain inventiveness of language, and its link with a critical rejection of the search for origin. Deeply dependent on Freud and on the model of the analytical cure, this analysis allows us to grasp the most important sources of confidence both in ourselves and in the world. As can be seen, the legacy of Jean-François Lyotard is not only concerned with the thesis of the end of the « great stories ».

Varia

■ **RITA KHANFOUR-ARMALÉ ET JEAN FRANÇOIS LE MARÉCHAL**

The postlab session or the debriefing of student activities during labwork: A conversational and didactic study of feedback debriefing when structuring student knowledge after Secondary chemistry laboratory.

This article focuses on the teacher debriefing of student activity in secondary chemistry classes. The main objective of this particular moment of teaching is that teachers structure the knowledge involved by the students during the labwork. The methodological approach used articulates the conversational analysis and the didactic analysis using the facets of knowledge. Conversational and didactic study of feedback debriefing reveals that the class discussion is structured as ternary exchanges (teacher question, student response, teacher evaluation) and limits the educational scope. This case study gives suggestions of changes to the feedback debriefing so that the teachers can take them into account in their preparations

■ **ANGELA BARTHES & JEAN-MARC LANGE**

Sustainable development and stances of the social responsibility of researchers in education

The article establishes the context of a new curricular construction, especially with the education for sustainable development (ESD). Building on a significant number of ESD research carried out in

France, we establish a typology of postures of the researchers involved in this. This typology is constructed from a methodology based on occurrences of lexical frequencies of a bibliographic corpus coupled with a methodology of social representations of the researchers of this community. Six postures are built, which we named "acceptors", "descriptors / prescribers", "systemic", "controversy", "critical", "didactic". We postulate that these postures influence curriculum construction, questioning the social responsibility of educational researchers about an international political injunction.

■ **JOSIAS NDIKUMASABO, AGATHE EVIN & JACQUES SAURY**

The school inclusion of pupils with disabilities in Burundi : resources and barriers from the point of view of the actors of the education system

The purpose of this exploratory and comprehensive study is to assess the barriers and opportunities to the implementation of the policy of school inclusion of the children with disabilities in Burundi from the point of view from different actors involved directly in this policy. It was conducted in reference to the Grounded Theory (Strauss & Corbin, 1990). The results reveal four major barriers : (a) limits of the possibilities of educational system of Burundi to welcome all children ; (b) incompatibility of the educational practices in front of pupils with disabilities ;(c) limits of the burundian government policy to implement the right of education ; (d) representations and stigmatizing faiths against children with disabilities. However, the results also highlight two already available resources : (a) educational initiatives favoring the inclusion, and (b) vectors in favour of the implementation of an inclusive pedagogy. Furthermore, the results show conditions associated to the success of an inclusive education especially human resources and school environment which are required to implement an inclusive education.

■ **GILBERT NGUEMA ENDAMNE**

The citizenship Education in Gabon : The large gap between official policy and teaching content

The thinking outlined in this paper questions the citizenship Education with many acts of incivility found in Gabon. The nature and specificity of this teaching show that it causes problems. The influence of the international dimension which focuses on universal citizenship has weakened the project of Education to national citizenship because of a globalizing trend. It is this international trend that strikes out national problems.