Chantal Amade-Escot & Patrice Venturini: The "didactic milieu": from an empirical study in a deprived urban area to reflection about the concept

Abstract: In this paper, we continue theoretical work already initiated by didactics research on the concept of "milieu". It is founded on an empirical study comparing the teaching during ordinary Physical Education and Physics lessons. The two teachers observed worked in the same middle school, located in a deprived urban area. We postulated that, in this urban, context, the critical aspects of the mesogenetic process sustaining the teacher's and students' joint action could be highlighted and grasped in depth. We describe some of these aspects and discuss the concepts of «didactic milieu» and «mesogenesis» as elaborated by current theories in didactics. This discussion allows us go beyond the theoretical debate by considering the complementarities of the «institutional» and «situativity» dimensions of the two concepts. From this discussion and the findings of our empirical study, we consider the «didactic milieu» as the result of a dynamic and differential process embedded in various temporal scales linking together some components of action and activity theories in a rationale.

Keywords: Didactic milieu ; Mesogenesis ; Institution ; Situation ; Didactic activity ; Didactic joint action ; Deprived urban area.

———————————————

Virginie Albe: Socioscientific controversies in science Education: what are the social, educational and theoretical stakes ? What are the classroom approaches ?

Abstract: For a few years, efforts have been devoted in science education research to controversial socioscientific issues that raise debates both between scientists and experts and the public. The school integration of such controversies that divide and (re)compose society and specific social groups (scientists, experts, citizens, media, enterprises ..) questions on how to take into account in science education to a diversity of knowledge, references and practices about debates with social stakes. Such questioning also encourages to consider a change in science teaching and to document how scientific school disciplines can contribute to the study of socioscientific issues.

Kewwords : Controversies, Science-Technology-Society, Science education

———————————————

Takeshi Miyakawa & Carl Winsløw: A Japanese format for teachers' team work: Lesson study

Abstract: In this paper we introduce a Japanese format for teachers' collaborative preparation, implementation and evaluation of a single lesson, commonly known in the English speaking world as « lesson study ». Although the genesis and practice of this format depends on a number of conditions proper to the Japanese context, it has considerable potential for use elsewhere as well, as one can see from experiences in several countries. After presenting current practice, we briefly discuss how the format is (or might be) related to certain forms of practice in the French speaking world.

Keywords: Lesson study, Japan, teams for teacher led research

———————————————

Laurent Filliettaz: Instructional discourse in initial vocational training: a linguistic and interactional approach

Abstract: The purpose of this article is to contribute to a better understanding of instructional discourse in the field of initial vocational training. Two complementary perspectives are developed and contrasted : instructional discourse as a prescribed practice in training programs addressed to non professional tutors active in the context of enterprises; and instructional discourse as an actual practice in ordinary workplace interactions. From that standpoint, the article addresses the following questions or issues: how are tutors taught to produce proper instructions to apprentices in the context of training programs; how do they give instructions in the actual real-world practices carried out in the context of the enterprise? How can one interpret the gap

existing between these two perspectives? In order to address these issues, we draw from theoretical categories originating in discourse analysis and interactional sociolinguistics and base our investigation on the analysis of empirical data recently collected in the context of the Swiss vocational educational system.

Keywords : instruction, prescription, guidance, discourse, interaction

---

Michel Le Du: The concept of an educated person : an educational holism

Abstract: The aim of the present paper is to set out the reasons why to be knowledgeable and to be educated can't be considered as one and the same thing. It particularly draws attention to the fact that education also deals with inclinations and implies, among other things, the development of a cognitive perspective which can't be reduced to specialized knowledge and capacities. Its conclusion is that one can learn or discover such a perspective but that it can't, stricto sensu, be taught to people.

Keywords: capacity, cognitive perspective, inclination, precept, principle.

Kenneth Ruthven: Towards a Naturalistic Conceptualisation of Technology Integration in Classroom Practice: the Example of School Mathematics

Abstract: Understanding the challenges of incorporating new technologies into classroom practice calls for the development of naturalistic perspectives that situate their adoption and use within the everyday work of teaching. In this light, recent British and French studies have developed and validated a model of secondary mathematics teachers' ideals for classroom use of computer-based tools and resources, and identified the crucial role of craft knowledge in realising these ideals in practice. From consideration of a wider literature base, this paper develops a conceptual framework that identifies key structuring features of classroom practice, showing how they relate to technology integration: working environment, resource system, activity format, curriculum script, and time economy. To illustrate a holistic application of this conceptual framework, it is used to analyse the practitioner thinking and professional learning surrounding an investigative lesson incorporating use of dynamic geometry. This demonstrates how the framework illuminates the professional adaptation on which technology integration into classroom practice depends.

Keywords: classroom teaching; craft knowledge; instructional practices; mathematics education; practitioner thinking; professional adaptation; teacher learning; teaching resources; technology integration