BIBLIOGRAPHIE ANNOTEE AUTOUR DU THEME
REPRISENTATIONS DE SAVOIRS SCOLAIRES

Nancy Bell

Les recherches citées ici ont été rendues possibles grâce au Fonds national suisse de la recherche scientifique que nous tenons à remercier de son soutien.
Dans le programme de recherche "Représentations de savoirs scolaires", nous avons consacré l'essentiel des moyens à constituer et à mettre en forme des registres de données intéressants et systématiques; à élargir nos sources bibliographiques; à mettre au point les démarches d'analyse en les faisant porter sur quelques questions essentielles; à parfaire le cadre théorique et à montrer comment il permet d'articuler entre eux des ordres de phénomènes trop souvent considérés indépendamment les uns des autres. Nous avons ainsi construit d'intéressants corpus et outils. Ces rapports de recherche présentent une série de résultats mais d'autres exploitations de ce matériel sont prévues qui augurent d'autres publications dans cette série ou dans des revues scientifiques.

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INTRODUCTION

Le présent dossier est le fruit d'une recherche bibliographique entreprise de janvier 1986 à avril 1989 dans le cadre du projet de recherche "Représentations de savoirs scolaires"

Les références sont présentées par ordre alphabétique avec, dans la mesure du possible, une brève description de leur contenu. Il s'agit surtout de l'ensemble des documents qui se sont avérés utiles pour nous dans notre travail de recherche. Mais ils ne constituent malheureusement pas pour autant un inventaire exhaustif sur ce thème d'ailleurs trop large pour que l'on puisse prétendre à un tel objectif.

Le projet de recherche visait surtout à comprendre la psychologie sociale des interactions entre maître/élèves à propos d'un objet de savoir particulier (les mathématiques d'une part, prioritairement, mais également dans la mesure du possible l'allemand) en apportant une attention plus précise aux représentations que les différents acteurs se constituent tant de la situation didactique que de la transmission des connaissances, voire des savoirs eux-mêmes. Ceci nous a amenés à considérer ces différents aspects dans cette enquête bibliographique. C'est pourquoi on y trouvera notamment: des références sur la communication en classe; le rôle des interactions sociales dans l'apprentissage; les attentes des maîtres et des élèves; les représentations de la réussite et de l'échec et des considérations plus méthodologiques et épistémologiques en rapport avec la méta cognition et avec les méthodologies quantitatives et qualitatives qui concernent ce domaine.


L'auteur examine l'applicabilité de la pédagogie par objectifs dans le contexte de situations d'apprentissage relativement ouvertes et dynamiques telles que des situations de jeu, de recherche, de découverte, de résolution des problèmes ou de communication. Elle propose d'envisager un processus plus cyclique que linéaire.


The purpose of this study was to evaluate the reproducibility of social psychological findings across cultures and subcultures in order to evaluate the cross-cultural validity of empirically based social psychological laws. Six studies from major social psychological journals were replicated on two Israeli samples, one similar to that of the original study and the other differing in some respect. Results indicate that those original findings that were replicated primarily involved main effects. Interactions were generally not replicated.


Author makes the distinction between performable accounts (articulatable, conscious social devices) and unperformable accounts (unavailable for social performance, "inarticulatable mental representation").


Presentation of research on the structure of organisation and structure of discourse and explanations.

Discussion of different methodologies for the study of explanations.


This book reviews the sociological dimensions of Bernstein's work ("in the Durkheimian tradition"). It is argued that Bernstein is best understood as a structuralist whose theory of "codes" is a representation of the symbolic forms of power and the social division of labour. Author touches upon the boundaries of knowledge, structuralist anthropology of schooling, the power of code, etc.


Study examined developmental differences in the use of praise and blame as attributional cues in 4 to 12 year old children. A developmental pattern in ability judgements indicated that only the oldest children inferred lower ability given praise and the absence of blame. The younger children were opposite to this pattern. These findings were interpreted as evidence of children's emerging understanding of a compensatory relation between effort and ability.


Par un survol des pratiques et des effets de la correction des devoirs, on voit que l'on peut en attendre, dans l'état actuel des choses, au mieux une relative neutralité, mais d'une manière générale, des effets plutôt négatifs. Aucune des propositions sur lesquelles s'appuie implicitement et explicitement l'entreprise de correction n'est vraie.

questionnaire (n=133, différents niveaux, filières) sur :
- Qu'est-ce qu'un bon enseignant de mathématiques et de langue vivante ?
- Ce que doit dire le "bon" enseignant
- Ce que le "bon" enseignant fait faire
- Attitudes générales des "bons" enseignants
- Que faut-il faire pour être un bon élève en mathématiques ?
- Est-ce que tous les élèves peuvent réussir en mathématiques ? Pourquoi ?

résultats : 1) la variable la plus déterminante des représentations est la classe dans laquelle est l'élève au moment de la passation du questionnaire (plutôt que le niveau ou filière), 2) les représentations qui portent sur la partie visible de l'activité mathématique (exercices manuels) sont aisément verbalisables et homogènes ; par contre, l'activité cognitive est très peu citée


"Notre pratique en formation des maîtres et en didactique nous a montré que certaines propositions d'enseignement ne sont pas bien reçues par certains enseignants et par certains élèves ; nous avons pensé qu'il pouvait y avoir des difficultés préalables liées peut-être à des inadéquations entre nos représentations du savoir mathématique, de l'activité mathématique et de la (bonne) façon d'enseigner ou d'apprendre les mathématiques, et les leurs."


It is shown in this paper that 1) internal explanations are linked to self-presentation strategies, 2) internal explanations are more often selected by middle-class subjects, 3) these explanations are learned by children and by adults in psycho-socio-educational settings.


Cet ouvrage présente différentes explications et élaborations du concept de "représentation". "Il constitue un apport spécifique dans la compréhension des processus de connaissance et dans leur mise en œuvre" (suivi de Schiele, B. & Belisle, C. (eds.). "Les Représentations", Communication-Information (Univ. Laval, Québec), 1984, VI. 2-3.)


Includes open peer commentary by Jensen, Eysenck, Rosenthal, etc.


Kelly's (1955) theory: people grasp their environment by means of interpretation through the use of a system of personal constructs (a way in which some things are seen as being alike and simultaneously different from others, consisting of a single bipolar distinction (similarity-contrast). Several studies by the author have looked at: 1) what constructs do teachers use in relation to curriculum materials? 2) What impact do personal and contextual factors have on construct systems of teachers? 3) Are "teacher" constructs different from those of academics, who are not teachers, relating to the same curriculum materials? 4) Does teacher education change the construct
system of student-teachers in relation to curriculum materials?


Study looked at teachers' knowledge and understanding of classrooms in terms of interpretation of nonverbal and situational cues. Dutch (Tilburg) and Israeli teachers (n=45, 15) were shown videos of classroom episodes (secondary school) by teachers in the two cultural settings and were asked what they thought was happening in the episodes and what cues they used for their interpretations. In Israel, videos were also shown to pupils (who noted cues that were not mentioned by teachers). Qualitative analysis was undertaken of teachers' written descriptions. Authors discuss 1) existence of limited number of "critical cues" used by teachers in interpretation of classroom situations, 2) "particular" vs. "universalized" cues.


Ongoing research aimed at studying the development of professional perspectives and behaviour in prospective teachers with special reference to their conceptualizations of teachers' responsibilities and professional ethics and their relationship to the quality of the teaching performance of student teachers.


"Ces dernières années, la recherche fondamentale en linguistique française a accompli quelques avancées peu spectaculaires, mais qui, restant en cause les attitudes théoriques ou méthodologiques dominantes, ont façonné peu à peu une nouvelle conception de la langue, et amorcent une sorte de "rupture épistémologique."


This paper examines the idea that all cultural groups generate mathematical ideas and that "Western" mathematics may only be one mathematics among many.


The contribution of subjective probability of an event and its valence were isolated and independently manipulated in an experiment where subjects received performance feedback and information about probability of success. Results indicate a valence effect: The intensity of causal reasoning and the number of possible reasons reported for the outcome was greater after negative than after positive feedback, independent of the a priori probability of the outcome. No evidence for an increase in causal explanations after unexpected, as compared to expected, events was obtained. Several mediating processes are discussed.


Résumé d'une thèse de 3e cycle qui cherche à caractériser la structure des représentations des professeurs à l'égard des objectifs pédagogiques en utilisant comme variables de description les activités intellectuelles de l'élève, le niveau d'initiative requis et différents types de transférabilité des acquisitions. L'auteur a esquissé, à partir des hiérarchies ce préférences d'objectifs pédagogiques, une typologie de professeurs, intégrant d'autres aspects normatifs des professeurs de Sciences Naturelles.


This research found that children give completely different replies to physics problems when asked by teachers in classroom or by psychologists in playground.

Cette étude concerne la recherche d'explication en causalité physique chez l'enfant (N=15, 5P-6P). Les auteurs ont essayé de cerner la construction d'une explication causale à travers une méthode d'apprentissage qu'ils ont appelée dialectico-didactique. Les résultats montrent que l'élaboration d'une explication causale peut se construire avec succès au long d'une interaction entre le sujet et l'expérimentateur.


Cet article présente une étude du rôle de l'objet dans la construction d'une explication causale à l'aide d'une méthode d'apprentissage basée sur le conflit cognitif (N=10). Les résultats ne montrent aucun progrès. Une analyse des conduites met en évidence que, étant donné le problème en jeu, les particularités de l'objet ont incité les enfants à éviter les conflits et à se contenter de stratégies menant à des solutions simples et économiques.


This paper explores the influence of common sense on the theories produced in human sciences. Because of the familiarity of common sense "principles", they can often go unnoticed so a theory can easily be perceived as true (while it is false) if it includes implicit commonsensical statements which, although valid in everyday life, are not of universal validity.


(metaphor "theory"=teacher's action-relevant knowledge)

Reasons for and against the idea of an analogy between teacher knowledge and scientific theory are discussed. Main objection against using the theory metaphor is that the criteria of scientific rationality and the criteria of effective action are different. Two possibilities of overcoming limitations of the theory metaphor are
discussed: extend the meaning of "theory" or to dismiss the theory metaphor in favour of psychological concepts about teacher knowledge.


This article considers 1) types of knowledge (e.g. theoretical knowledge, rules of thumb, etc.) and their relationships to professional behaviour, 2) research findings on teachers' planning, thinking and decision making, 3) research findings on teachers' attitudes, beliefs, and expectations with sub-sections on mathematics as subject matter and self as mathematics teacher.


19 math teachers (5th to 7th grade) were interviewed 4 times at the end of lessons and ratings on the engagement and understanding of their students were recorded. Additionally, the increase in learning was assessed with pretest and posttest and level of participation was recorded. The authors tried to investigate if teachers' estimations are stable or if they vary depending on context factors. They looked at relation between teachers' judgements of students and context factors "timepoint within the course of instruction" and "grade membership". A relation between "timepoint" and participation and learning gains was found.


Research on 20 junior high school teachers' explanatory concepts concerning their students' comprehension of mathematical tasks. Explanations were categorized into 26 categories. Analysis focused on task-related (e.g. knowledge) vs. task-independent concepts (e.g. giftedness). The authors also looked at correlation of explanations and students' sex and success with task. Results show strong preference for task-related concepts. Sex and success were of limited influence only.

Four seventh grade mathematics teachers were videotaped three times, beginning a regular instructional session. Video tapes were analyzed for teacher activity selection, task structure and behavioral expression. Results suggest that teacher activity selection, structure, and behavioral expression while beginning the instructional session may be a component of student perceptions of instruction, student cooperation and achievement.


L'auteur analyse les différents niveaux constitutifs des situations scolaires d’apprentissage.


Review of research on metacognition


Actors’ and observers’ attributions for performance on ability test were assessed. Half of the actors were told they had performed well on the test, and half that they had performed poorly. In addition, half of the subjects gave their attributions immediately after the test and half 3 days later. As predicted, actors who believed they had been successful gave attributions that were more dispositional 3 days later than when asked immediately afterward. Actors who believed they had failed gave attributions that were more situational 3 days later than immediately afterward. Observers gave attributions that did not differ over time. The results are interpreted in support of a motivational explanation for temporal effects.

Authors found that success attributions became more dispositional and failure attributions became more situational over time.


Authors found that attributions teachers make for their students' successes and failures change over time.


Buttny, R., "Accounts as reconstruction of an event's context", Communication Monographs, 1985, 52, 57-77.

Persons offer accounts of their actions in problematic situations to change their meaning of an event. The reconfiguring of the event's context is the key to understanding how accounts change meanings. Accounts are accomplished by the procedures of 1) specifying contextual objects, 2) organized by the actor's rules to warrant, 3) the reconfiguration of the hierarchical levels of context. To illustrate this model of accounts, a transcript from a student-teacher conference is examined.


Article develops the thesis that the locus of meaning in communication is not based on private, internal states of a person, but rather, on the satisfaction of public criteria. Looks at Wittgenstein's notion of criteria.


Study of 8 teachers' thinking in the preparation and implementation of writing lessons using stimulated recall and interview. Found that "in order to conceptualize some of the difficulties of teaching writing ... teachers also had to draw upon evidence concerning
pupils' performance and the constraints upon their own practice. Found numerous mismatches between teachers' intentions for practice and their actual practice, between teachers' expectations/interpretations of pupils' performance and pupils' actual performance, and between teachers' expected learning effects and actual learning. Teachers explained these mismatches by referring to contextual constraints and school environment.


Rapport de la Commission romande d'expérimentation de l'allemand (COREA) qui a entrepris la tentative de parvenir à un consensus sur une conception de l'évaluation formative en allemand.


Article debates questions about learning processes. Author asks why children are fundamentally different kinds of thinkers and learners from adults and whether children differ from adults only in accumulation of knowledge. Author argues that differences between experts and novices can be better explained in terms of systematic and self-conscious planning of action and in terms of variance in specific knowledge than in terms of structural changes in development.


An analysis of everyday use of mathematics by working youngsters in commercial transactions revealed computational strategies different from those taught in schools. Performance on mathematical problems embedded in real-life contexts was superior to that on school-type word problems and context-free computational problems involving the same numbers and operations.


School instruction about and daily practice with proportions problems were contrasted with respect to their influences upon students' and construction foremen's performance in a series of problems on scale drawings. The author found that school-taught proportions algorithm had no significant impact upon students' problem-solving strategies. In contrast, job experience seems to enrich measurement with meaning. These differences can be traced to the contexts in which problem-solving had been practiced.

Carraher, T.N. & Schliemann, A.D., "Manipulating equivalences in the market and in maths", polycopie.

30 subjects were observed at work and then asked to solve 2 sets of transfer tasks, one regarding volume and the other involving more complex problems with scales. Results suggest that this work experience promotes the acquisition of skills which surpass the work routine. Almost 1/3 of subjects were able either to learn very quickly or spontaneously develop problem solving methods which allowed for the solution of problems with 2 unknowns, which do not emerge in their daily activity.


The performance of Brazilian children and adults who developed advanced ability in the manipulation of numbers outside of school was contrasted to their own performance in school-like situations and to the performance of students instructed on the same models.

Carraher, T.N. & Schliemann, A.D., "Culture, arithmetic and mathematical models", photocopie.

3 sources of data on math knowledge are analyzed leading to 4 conclusions: 1) reasoning principles underlying written and oral math appear to be the same, 2) there are diverse ways of understanding and using mathematical concepts which depend upon the cultural conditions under which math is practiced, 3) schools transmit culturally perfectioned mathematical tools (eg. formulas, algorithms) and tend to make students good "model-users" but are perhaps carrying out this function at the expense of meaning, 4) math learning in daily life produces meaningful procedures which may however be of restricted applicability.

This contribution discusses changing patterns of research on intelligence and development situating them within a social representations framework. Author argues that intelligence is better understood as primarily a social stake, a positive social value which induces the construction of a polysemantic discourse both by lay people and scientists. Results from recent research on representations of intelligence and models of bright and mediocre pupils among samples of secondary pupils.


It is argued that studies of lay conceptions of intelligence have reached a theoretical impasse which demands a reorientation in theoretical perspective from an approach based predominantly on theories of social cognition to an approach of social representation.


Cette thèse de doctorat démontre les impacts des incidents majeurs lors de la carrière scolaire sur la formation ultérieure (N=460 adolescents zurichois). L'auteur parle de la "ré définition des objectifs", de l'individualisation, de "rite individualisé" afin d'expliquer le haut degré de conformité sociale qui caractérise les jeunes auxquels le système de sélection a infligé une série de frustrations sévères et il essaie d'interpréter les mécanismes qu'ils utilisent afin de venir à bout de leurs échecs.


Study of open-ended attributions by secondary students in response to outcome on major examination involving high personal significance (N=388). Results indicated that typical and immediate effort attributions accounted for about 50% of all attributions. Variations in attributions as a function of examination outcome and expectancy confirmation are discussed.


Une enquête a été réalisée auprès de 54 étudiants français (19 à 21 ans); pour 88% de ces étudiants l'allemand avait été appris en première langue. L’enquête s’orientait suivant 3 thèmes: les facteurs ayant contribué à l'intérêt des étudiants pour la langue allemande et le pays; la perception de l'Allemagne contemporaine sur les plans économique, politique et culturel; le rapport au passé et les conséquences de la 2e guerre mondiale.

Cherubini, G. & Zambelli, F., "Représentations personnelles des professeurs de 6e, relatives à l'enseignement", communication présentée au Congrès international sur "Le fonctionnement de l'enfant à l'école: bilans et perspectives de recherche", Université de Poitiers (France), 17-20 juin, 1987.

Les représentations des élèves et des profs de l'enseignement ont été relevées au début et à la fin de la 6e. Résultats: la mise en évidence des systèmes de représentations "personnelles" des sujets, l'analyse des changements au cours du temps, les caractéristiques des élèves par rapport aux prévisions du succès scolaire faites par leurs profs.


Article contains 1) review of work by Wittgenstein, Austin, Grice, Vendler and Searle, 2) application of speech act theory to the study of social interaction, 3) discussion on the role of social structure for the understanding of discourse.

Discussion of concepts of "role" and "status" within a general model of social interaction and the perspectives employed by participants (including the researcher).


Caution 1: Labor and expense (obtaining software, training personnel, etc.)
Caution 2: Access and control (data could be removed from contact with the people who need to make sense of it)
Caution 3: Reductionism (coding and counting)


This paper presents evidence from instructional research that, under some teaching conditions, students know less or are less able to use cognitive skills after instruction than before (the "mathematonic" effect of killing learning). Authors look at 3 conditions which produce this effect: 1) imposition of a weak strategy in place of a stronger previously used one, 2) failure to provide cognitive learning strategy to succeed at a specific task, 3) giving "help" which is beyond the students' ability or experience to use.


Study of 10th graders in Australia & New Guinea using Weinerian scale for attributions for 1) 4 math problems, 2) other tests, 3) math grades. The authors found cultural differences with New Guineans making more "functional" attributions (i.e., ability, task). Results are explained in reference to New Guinea's new education system with young teachers.


This study investigates the relationship between language status and individual differences in attitudes and motivation as they relate to proficiency and acculturation in a second language.


Investigation of 1st graders’ understanding of the equal sign. Analysis of video-taped interviews conducted with 34 1st graders drawn from five classrooms showed it was possible to relate the students’ interpretation of the equal sign to social interaction patterns that typified classroom life during instruction.


Dans cette étude est présentée une approche des "contrats disciplinaires" (relations élèves-enseignant-discipline) en mathématiques aux niveaux CM2 et 6e.


Authors have elaborated a coding system of open-ended responses using 13 categories (ability, previous experience, acquires characteristics, typical effort, interest in subject, immediate effort attention, teacher, task, other students, family, physiology, misc.) for subject-specific attributions.


Coquin, D. "Le discours de la preuve en situation scolaire", communication présentée au Congrès international sur "Le fonctionnement de l'enfant à l'école: bilans et perspectives de recherche", Université de Poitiers (France), 17-20 juin, 1987.

Des élèves de 13-14 ans travaillent en couple sur un problème de géométrie. L'observation se déroule en quatre étapes:
1) recherche individuelle d'une solution
2) explication orale du premier élève qui a trouvé la solution à son compère
3) rédaction individuelle de la démonstration "comme si c'était pour le prof"

L'auteur veut montrer a) en quoi les discours de preuve produits en situation didactique institutionnelle se distinguent des discours donnés dans les situations plus naturelles et b) par quels processus on aboutit à cette spécificité.


Collection of essays organized around the theme of subjectivity. Speaks of normative accountability of human action, reasoned character of ordinary actions, structures in the use of mental predicates, etc.


Attempt to deepen ethnomethodological and philosophical approach to study of cognition outlined in Social Construction of Mind. Speaks of internalizing norms and rules, conceptual phenomenology of experience, social construction of "forgetting", metaphors and mind, etc.


L'action humaine sert à l'adaptation extérieure et/ou intérieure de celui qui agit. L'humain qui agit dépend ainsi toujours des informations du monde extérieur, mais également de son état; ces dernières lui sont livrées par son système d'auto-surveillance (SAS). L'article examine des structures, des fonctions et des rapports du système d'auto-surveillance.


Human social systems, and groups in particular, are conceived as units which, as a whole, actively strive towards the achievement of external and internal goals. This "group action" consists of simultaneous integrated processes on various individual and social levels. Article looks at task structure which is projected on group structure.


Overview of research on groups and organizations as self-active systems which operate as units in the pursuit of their goals and plans.


Papers (followed by discussions) presented at conference on Value presuppositions in theories of human development where psychologists (incl. J. Bruner, J. Kegan) and philosophers discussed assumptions about "what ought to be that enters into the ways that investigators in human sciences construe development".

Classification de 37'743 réponses d'enfants (1P). Résultats: Les enseignants questionnent les enfants indépendamment de leur niveau cognitif. Ils questionnent les enfants soit en regard des objectifs et des priorités du curriculum soit en regard de leur propre planification. L'activité de l'élève ne semble pas être au centre du processus de transformation et de développement de la pensée mathématique. L'évaluation faite en classe s'intéresse surtout à la performance de l'enfant.


This study looked at students' (junior high) and teachers' differential perceptions and the consequences resulting from motivated and unmotivated student behaviours (motivations being considered as a label for a structured prototypical behavioural category). Students and teachers' rated prototypicality of behaviours. Found substantial agreement between the two groups.


The goal of this study was to compare the effects of the different methods of a series of school books on a number of dependent variables after a 3 year period of education and to assess interactions of the methods with relevant student characteristics.

Revue des théories sur l'attribution (causale et sociale) avec exemple de recherche sur les apprentis.


Questionnaire (525 élèves 9e) sur l'identité sociale et la représentation de la langue. Résultats: si les enfants des classes (sociales et scolaires) défavorisées considèrent le plus souvent le langage comme outil qui permet de décodier le monde référent, il apparaît que les jeunes immigrés assimilent leur condition à ce monde référent dans la mesure où ils associent à leur représentation du langage des paramètres tels que leur famille, leur pays d'origine ou le pays d'accueil (conception plus socioculturelle du langage).


A self-improving tutoring system is a CAI system which not only teaches but as a result of its teaching experience, gradually teaches better. Self-improving systems are classified according to the knowledge acquired or modified when students use the system which permits the analysis of the relationship between the methods of knowledge acquisition and the kind of improvement expected.


Enquête sur des lycéens tessinois (n=500) concernant leur motivation à la poursuite d'une carrière scolaire, la réussite scolaire et les éléments qui tendent à le favoriser ou à l'entraver, problèmes et difficultés rencontrés par rapport aux apprentissages, etc.


Discussion of deductive and inductive aspects of social categorization, links between in-group and intergroup interaction and differentiation, and self as social representation.


Based on author's PhD thesis, several studies are presented which examine the development of children's explanations looking primarily at their linguistic and cognitive aspects.


Discussion of (among other topics) issues in nursery school conversation and the construction of context by grade school conversation.


Using the works of Emile Durkheim and Ludwik Fleck as a foundation, this book "clarifies" the extent to which thinking itself is dependent upon institutions. Different kinds of institutions allow individuals to think different kinds of thoughts and to respond to different emotions. However, institutions do not think independently nor do they have purposes, nor can they build themselves. As we construct our institutions, we are squeezing each other's ideas into a common shape.


Two questionnaires concerning locus of control and attribution were administered to 400 children (8-16 years), the first was to fill out for themselves, the second was to fill out as if to gain approval/disapproval from parents/teachers. Subjects had an excellent perception of the high value placed on internality and a "perfect perception" of teachers' expectations for internal explanations of reinforcement control.


Les auteurs analysent le rôle des formateurs dans l'acquisition par des stagiaires (16-18 ans) de la norme d'internalité.


Par une étude de cas (d'une jeune enseignante), l'auteur examine la manière dont les enseignants acquièrent et mettent en œuvre la concrétisation et réalisation du programme, construit à partir de ses expériences passées et savoir pratique accumulé; une réflexion sur la pratique quotidienne du métier.


Article compares instructional strategies used by children and adults when they manage a teaching process.

This research investigated the social representations of children's development and education shared by mothers of preschool children. 364 mothers responded to a questionnaire which examined their conceptions of development, etc. 107 of these subjects were interviewed.


This article sketches some "preliminaries" for an approach to socio-moral development that draws upon the framework of social representations.


Author argues that children's knowledge of the social world is socially generated and is both differentially and unequally distributed as a function of culture and social class. This argument is illustrated with findings from a cross-national study of 6-10 year olds in Scotland and France drawn from contrasting social class backgrounds and exposed to different forms of primary education (traditional vs. experimental). "It should be recognized that the social environment presents children with solutions as much as problems".


185 Scottish and French children, 7-11 years, were questioned (discussion of three hypothetical situations (assessment of student performance, distribution of help and enforcement of regulations)) about aspects of the teacher's role. The findings suggest that children have grasped, albeit often only intuitively, many of the characteristics of this organizational role at an earlier age than has been indicated by previous research. Before 12 years, they have some appreciation of the formal constraints on teacher's freedom of
action, of the hierarchical character of institutional authority, and of the separation of official duties from personal inclinations.

There were, however, class and national differences in beliefs which suggest that these are social representations. Looked at social class differences.


This study compares two contrasting conceptualizations of motivation in relation to approaches to studying and learning in Britain and Hungary.

Equipe de recherche "Articulation école/collège", Enseignants de CM2 et de 6ème face aux disciplines, Paris: Institut National de Recherche pédagogique (Collection rapports de recherches no.9), 1986.

Résultats d'une enquête menée auprès d'un échantillon représentatif de maîtres de CM2 et d'enseignants de 6ème et destinée à recueillir leurs opinions et leurs représentations sur les pratiques mises en œuvre (concernant des branches (français et maths inclus)), les attentes, certains problèmes généraux de l'école.


Author discusses underlying theoretical and methodological issues which pertain to interactions between student common-sense knowledge (frameworks) and classroom practice.


Author studied children's problem representation comparing 3 tasks (classification, resolution and recall) for 24 8-10 year old subjects.


A review of social representation theory.


Les auteurs discutent des origines de la notion de "script" et ses usages comme schéma social.


A collection of articles dealing with 1) attributional analysis of students' reactions to success and failure, 2) teacher-student interactions (including a review by Harris and Rosenthal of more than 200 studies of the Pygmalion effect), 3) cooperation and conflict in the classroom, 4) social aspects of motivation.


The study reported here addresses the issue of why two different verb categories in sentences regularly elicit causal attributions to either the subject or the object of the sentence. Different attempts to explain the phenomenon of implicit causality are critically discussed.


This paper reviews recent error research in the domain of mathematics and science learning. Findings are interpreted according to information processing theory. Relevant research on word association is examined for its potential in reflective conceptions in distinctive characteristics of the associative network.


Observations from a study of collaborative problem solving are used to demonstrate the process of informal and implicit teaching or proleptic instruction.


Authors found different patterns of attributions for different classroom events (art project, sports, catching frogs, etc.).

Found differences in attributions according to subject: math invoked more ability attributions, social sciences invoked more effort attributions (N.B.: description of research not clear if authors used open-ended questions, data analysed in Weinerian categories).


Projet EVA qui a étudié les théories naïves qui influencent les enseignants aux écoles professionnelles.

Führer, U., "Learning how to act in an unfamiliar behaviour setting", paper presented at the Second European Conference for Research on Learning and Instruction, Tübingen, Sept. 19-22, 1987. This study was designed to test the impact of setting-specific prior knowledge, social density and subject-other goal congruence on question asking and action efficiency. The results indicate the impact of these factors, thus demonstrating that schema updating is a cognitive event on both the subject's prior knowledge and the immediate social context.


Dans le ch. IV: "Maîtres et élèves dans la communauté scolaire", l'auteur parle de différents niveaux de la communication pédagogique, le rôle du maître comme présence, prestige social et la conscience professionnelle du corps enseignant, etc.


This study investigated the nature of second language (French) skills lost by 12th grade students over the course of the summer vacation and the role played by attitudes and motivation in promoting language achievement and maintenance.


Discussion of “background understandings” and 1) recognition of commonplace events, 2) social effects, 3) bewilderment, etc.


This paper explores the way people co-ordinate their use and interpretation of language within the particular restricted context produced by a co-operative maze game. Authors suggest that general conventions of meaning may serve only as starting points for interpretation, perhaps giving a default meaning which may be overwritten by more local and transient conventions set up during the course of a dialogue.


This paper explores how conversants co-ordinate their use and interpretation of language in a restricted context (56 dialogues concerning a computer maze game). Two types of analysis are reported. The first is a semantic analysis of the various types of description which indicates how pairs of speakers develop different language schemes associated with different mental models. The second analysis concerns how the communicants co-ordinate in developing their description schemes. The results of this study would suggest that language processing in dialogue may be governed by local principles of interaction which have received little attention in psychological and linguistic literature to date.

Authors take the stance that children's performances in describing large-scale space are communication tasks.


Analyse des tests de recrues (N > 35'000). Il paraît que, pour la lecture et le calcul, le niveau des jeunes est plus bas de nos jours, en Suisse, qu'à la veille de la guerre de 1914. D'un autre côté, on constate des progrès dans d'autres branches. En particulier, un test de logique a fait ressortir un excellent niveau moyen des capacités de raisonnement. Des progrès sont également enregistrés pour ce qui est des langues, tout spécialement l'anglais.


A constructivist theory of knowledge which discusses communication and the subjectivity of meaning and the construction of viable knowledge.


Guignard, N., Si l'erreur m'était contée... Essai critique des évaluations et étude de quelques rapports entre apprentissage, recherche et évaluation, Collection Service de Recherche Pédagogique, no. 36, 1988.


Cette recherche a été menée dans le cadre des examens pédagogiques des recrues 1986. Les questions posées ont notamment pour objectifs de rechercher: comment les recrues jugent l'école, l'enseignement, les matières, etc.


The purpose of this study was to examine the relative effectiveness of various forms of accounts (confessions, apologies, excuses, justifications) as mechanisms for affecting the ways a particular failure event and the person committing the event were defined. Analysis of the data revealed that, overall, justifications were more effective in creating a favourable definition of the failure event and the person who committed the event.

Study aimed at understanding how pupils understand evolution, observing a class of Swedish gymnasium pupils. Difficulties in subject understanding may arise because of the existence of a discrepancy between pupils' spontaneous questions and the questions which instruction is designed to illuminate.


Description of the ethogenous point of view of the social psychology of childhood.


Using Vygotsky, Mead etc. as theoretical foundations, Harré proposes a social constructionist perspective to child development. He discusses the concept of psychological symbiosis as a possible mechanism to account for the child's appropriation of social forms.


Sample of 652 5th & 6th grade pupils measured for math achievement and motivation. Results: whereas self-concept was significantly influenced by achievement in 5th grade, it had no significant causal effect on achievement. However, self-concept had a causal influence (path analysis) on later math achievement. It is mainly the quality
of effort which is influenced by self-concept of ability and in turn determines later achievement.


Research on achievement attribution "styles" and learned helplessness.


In this study, Swedish pupils in grades 1 through 9 rated their interests in maths and Swedish. It was found that interests tended to decrease over time, especially in maths. High achievers were more interested but they as well as low achievers showed a drop in interest over the years at school.


Authors examined beliefs about children's performance in mathematics through interviews with mothers and their sixth-grade children in China and the US. The three cultural groups showed different patterns of attributions.


"This compilation is the first systematic analysis of an issue that promises to reveal underlying causes of student failures in mathematics". The contributors describe the complexities of the relationship between a person's ability to perform a task (procedural knowledge) and his or her ability to understand the task and why it is appropriate (conceptual knowledge).

Found that nine year olds and adults were much less likely than four year olds to use consensus information when judging peers than when judging nonpeers, suggesting that judges are more likely to use self-provided consensus information when judging members of a social group to which they belong. There was also a developmental shift in general attributional bias. Nine year olds and adults had a person bias for peer targets, but they had no attributional bias for nonpeer targets.


Paper investigates the way pupils (13-18 years) interpret intended and/or expressed sanctions by looking at how their assumptions about the teacher’s perceptions of the critized pupil.


Honey, M.A., "The interview as text: Hermeneutics considered as a model for analyzing the clinically informed research interview", Human Development, 1987, 30, 69-82.

Hermeneutics is considered as a model for analyzing interviews; specifically, the model developed by Paul Ricoeur attempting to resolve the dichotomy between explanation and understanding. Ricoeur’s ‘paradigm of the text’ is discussed.


Article describes conversation analysis as a research method in communication studies, illustrated with analyzed examples of everyday discourse.


This essay discusses studies of speech and language that base claims in exemplars. One exemplist school, conversational analysis, is contrasted with experimentation in terms of sampling, design, and techniques for analysis.


Article describes methodological criteria and ways of validation of teacher cognitions (in view of an explanation and modification of teaching) with examples of empirical studies. Speaks of subjective theories of teachers, problems with teachers' self-reports (involving action-directing cognitions) and in testing teachers' subjective theories.


Hundeide, K., Metacontracts for situational definitions and for presentation of cognitive skills", The Quarterly Newsletter of the Laboratory of Comparative Human Cognition, 1988, 10, 3, 85-91.

Author speaks of multiple definitions of testing situations, the problem of intersubjectivity, changing the metacontract of the testing situation, dramaturgical and operative competence and the presentation of cognitive skills.


L'analyse de covariances entre 39 descripteurs de l'image de soi (descripteurs relatifs à la personnalité et au statut) a été effectuée sur des groupes de filles et de garçons en classe de 3e et en terminale (n=1599). L'image de soi apparaît plus complexe en terminale. La différenciation entre les sexes est plus marquée en terminale également, ceci tient à la position de l'identité sexuelle et des caractéristiques physiques.


Description des recherches de Py et Lüdi sur la communication intergroupe en Suisse dans les situations "asymétriques".


Review of the "paradigm shift" in developmental psychology. Author presents a brief summary of social constructionism, pragmatism, ethnmethodology, etc.


"On parle aujourd'hui de l'"échec scolaire" dans l'absolu, comme on parle de "la drogue", comme on parlait naguère de "l'avortement".


This paper examines the conceptual structure of social representations and some of its underlying assumptions. "There appears to be a number of internal inconsistencies and some doubt concerning the logical status of social representations." Author also speaks of the relationship between social representations and "allied" concepts.


Description of the authors' approach to learning and its methodological implications. Learning is defined as a "qualitative change in a person's conception of a certain phenomenon or of a certain aspect of reality, it is a distinct change in how that phenomenon is perceived".


Research shows that when students are pressed to verbalize about their behaviour during task at fixed moments and in almost retrospective manner they are more superficial in their expression of thoughts.


"Poor" and "good" performers registered their self-regulations during learning from text. A selection of the metacognitive processes as inferred from the thinking aloud protocols seem to be a good predictor of the learning results. It can be concluded from the set that activities of the categories "monitoring", "directing" and "testing" are very relevant for the text learning process.


Author argues that an understanding of the dynamics of precolonial science and technology in Third World societies and an identification of the nature of the base on which the superstructure of modern science rests are essential for formulating a strategy of meaningful adaptation of the indigenous forms that remain to present-day scientific and technological requirements.


Discussion of representation in mathematics reasoning touching upon the issue of the use of external representations (symbolic configuration), examining 7 situations in math to illustrate the representational nature of math.


Author suggests that representational change could be better explained by a successful action rather than a failure. While failure may generate behavioural change, in contrast, the prerequisite for representational change is a procedural success.

Karniol, R., "Not all failures are alike: self-attribute and perception of teachers' attributions for failing tests in liked versus disliked subjects", British Journal of Educational Psychology, 1987, 57, 1, 21-25.

Ninth grade students made attributions for failing tests in liked versus disliked subjects and indicated the attributions their teachers would make for their failure outcomes. Students employed, and expected that their teachers would employ, different patterns of causal attribution to explain their failure in liked versus disliked subjects, with the former yielding more test-specific attributions. Students expected teachers to make more chance attributions and less attributions to test-taking problems and difficulty of the test than students themselves made for liked subjects. Teachers were expected to cite the student's lack of ability for failure on tests in disliked subjects more than students themselves did. Results are discussed in reference to levels of "ego-involvement".


Cette enquête par questionnaire a touché 3529 recrues et a essayé de déterminer comment les recrues voient l'enseignant-type, l'enseignant-idéal et le mauvais enseignant. "Les réponses des recrues démontrent que les enseignants concrets sont meilleurs que leur réputation et que l'enseignant idéal n'est pas une utopie".


Recherche sur les attitudes suisse-romandes/suisse-allemandes.


Projet de recherche avec le but de vérifier s'il subsiste, trois ans plus tard, des différences dans les domaines cognitif et social entre des enfants qui ont fait une entrée "normale" à l'école, des enfants qui ont fréquenté une "classe d'introduction", et ceux qui ont doublé à l'école maternelle (N=303). Selon les résultats, les enfants qui ont fréquenté la classe d'introduction ont été jugés moins favorablement dans les domaines social et cognitif.


The clinical interview is characterized as a three stage methodology for formulating and testing hypotheses regarding alternative conceptions:

1) the interviewer formulates hypotheses of a particular student’s reasoning and tests these in the form of probes during the interview

2) several individuals independantly analyze the recorded interviews

3) recycleage of agreed-upon hypotheses through another state of data collection and analysis.


Author presents an analysis of the effect of three kinds of teacher comments on grades in mathematics (social-comparison, subject-matter, and intrindividually oriented) on 385 6th to 10th grade pupils. Effects of comments persisted after the experimental period for school-related personality variables but not for math performance.


Essai d'attribuer des fonctions communicatives précises à des transitions de la langue standard au dialecte dans l'enseignement. Le travail se fonde sur l'analyse de leçons (1P à 8e). L'auteur démontre que l'utilisation du dialecte dans l'enseignement n'est pas la conséquence d'un manque de compétence linguistique, mais peut préciser l'attitude sous-jacente d'un message, structurer la leçon en indiquant le passage d'une séquence à l'autre, etc.


Critique of Werstch & Youniss (1987) hypothesis of the development of developmental psychology as a response to the social task of "nation building". Author examines the context of the development of Vygotsky's theory.


Discussion of researchers' dissatisfaction with what is published in professional journals. Three areas of discontent are reviewed: 1) focus on irrelevant topics, 2) the use of statistical significance testing resulting in meaningless or unusable findings, 3) the bias of the decision-making process for manuscript acceptance/rejection. An
alternative model for manuscript submission is proposed.


Research analyzing the role of social interaction as related to the reconstruction or reporting of an action with the aim of determining the kinds of social interactions that best facilitate the process of grasp of consciousness. Analysis looked at adult-child interaction and peer relationship, the interacting child's developmental level, and the role of socio-cognitive conflict as an instructional strategy.


Author examines communication in the mathematics classroom, looking at possible causes and remedies of misunderstandings between teacher and pupils: an informal look at common misconceptions in the elementary school mathematics classroom.


L'auteur considère l'importance numérique des abandons du métier d'enseignant comme symptôme de malaise, comme indicateur de conditions de travail déplorables ou comme preuve de la nécessité de réformes scolaires. 337 enseignants (du canton Thurgovie) ont répondu à un questionnaire. Résultats des résultats: "l'institution Ecole ne donne pas à l'enseignant moyen assez de gratification personnelle pour le convaincre d'y poursuivre sa carrière individuelle".

Lang, J. B., Fonctionnement de l'expérimentation des ouvrages d'allemand au degré 7, IRDP, 1986. (Regards, 86.303)

Ce rapport décrit et analyse les conditions dans lesquelles s'est déroulée l'expérimentation (avec manuels d'allemand) et il rend compte de l'accueil de la méthode par les enseignants, les élèves et les parents.

The author briefly outlines some of the politics of explanation, then tackles the crucial problem raised by reflexive writers such as Woolgar: we cannot innocently develop still another social science. He argues that their solution (meta-reflexivity) is too narrow and sterile and argues in favour of an alternative, infra-reflexivity.


A special number on above topic, articles include:

Lave, J. "Introduction: Situationally specific practice"
Scribner, S. "Knowledge at work"
Gladwin, . "In conclusion: abstraction vs. "how it is"".


This paper uses theories of social practice about the nature of learning coupled with ethnographic studies of the social structuring of school and apprenticeship to explore a socio-logical explanation of learning failure at school.


Les auteurs adoptent une approche critique de la notion de représentation sociale et proposent une analyse discursive.

This study regards possible differences in interaction patterns between teachers and different groups of students (high and low achievers, girls and boys). Analyzed videotapes of teacher-pupil interactions in a 6th grade classroom during mathematics, language, and science. Found important differences in the quantity and the quality of teacher interactions with "best" and "weakest", and with girls and boys.


L'auteur a analysé la relation entre la norme d'internalité et l'évaluation des compères (par catégorisation) chez 130 élèves de 6e. Il a trouvé que les enfants utilisant un système de catégorisation à tendence évaluative (plutôt que descriptive) ont préféré les réponses internes pour expliquer les événements négatifs qui surviennent dans le contexte de l'école (échec, etc.).


This article identifies 5 distinct types of representation systems that occur in mathematics learning and problem solving and discusses the transformations among them and transformations within them.

A new procedure for the identification of dimensions of culture based on a within-culture standardization.


Study asked: 1) what type of explanations are used freely by children to explain academic success and failure? 2) How frequently are they used? and 3) Do these explanations vary developmentally? 18 categories used to classify children's responses (N=149, 5-14 years) to 6 achievement stories. Found that categories used by attribution models are "useful but limited". Use of attributions varied by age.


Enquête auprès des élèves en fin de scolarité obligatoire regardant les discours des élèves suisses et immigrés. Dans quelles conditions les jeunes immigrés s'affirment-ils en tant que tels? Conclusion: il ne suffit pas pour autant de connaître les insertions groupales des élèves pour prédire les formes et les expressions concrètes de l'identité sociale. "Les modes de questionnement, les mises en situation de l'individu tel qu'ils existent dans un questionnaire exercent leur propre détermination sur l'expression de l'identité sociale".


Enquête qualitative menée à Neuchâtel auprès d'une dizaine de familles originaires d'Espagne et de Suisse alémanique.

The application of network analysis to the modelling of ordinary perceptions of causality was tested. Subjects judged the causal interconnections among a set of causes. A network analysis was performed to identify the causal model underlying these judgements. Three types of causal role were identified (distal, mediating and proximal). The relationship between causal role in the network and locus, stability, and controllability was examined.


Evidence for the existence of alternative frameworks in science has been obtained from interviews with children and from responses to specific tasks. Author feels that, although children need to be able to cope with the world of experience, this does not mean that they need to develop coherent and interconnected explanatory concepts, unless for some reason the phenomena involved are emotionally charged and recurrent and, hence, salient to the child.


This article first attempts to collate Moscovici's diverse comments on definitional criteria of social representations and then discusses four basic "areas of difficulty" with the theory.


Through analysis of interviews with adolescents, the authors examine the processes of construction of order, ritual, hierarchies, status, etc. The authors view incidents of classroom and football violence not as "a savage, mindless phenomenon, as disorder for its own sake, but as rational and orderly, strictly bound by the rules". By their analysis of accounts and interpretations by the participants themselves, the authors attempt a new theory of social psychology of action.


From a phenomenographical perspective, in order to change students' understanding of the phenomena they are supposed to learn, we have to reveal what their understanding of those phenomena is like.


Paper presents examples of phenomenography and makes explicit general aspects of the method. The evolution of the method is discussed, its similarities and differences with the phenomenological movement are elaborated. The relevance of this method for educational research is clarified.


On a comparé les représentations de soi des élèves de 10-14 ans. Les résultats montrent une baisse sensible de la cohérence de la représentation de soi en classe de 6e, baisse nettement plus marquée pour les mauvais élèves. Les corrélations entre "l'image réelle" du maître et les images propres et sociales des élèves ne sont positives et significatives qu'en classe de CM2 (10 ans) avec les bons élèves.

Mathématique 7-8-9: moyens d'enseignement des cantons de Suisse Romande: état de situation au 1er septembre 1986 (rassemblé par le Service des moyens d'enseignement), IRDP, 1986. (Regards, 86.311)


Medway, F., "Developmental aspects of self and other causal attributions", Psychological Reports, 1979, 45, 155-159.


The question asked in this paper "What do students need to know in order to participate effectively in the classroom?" is answered in terms of the synchronization of students' behaviour with interactional contexts and the interactional work of mutually ratified and constructed environments.


Study of the "mundane accomplishments of humanity" in educational settings focusing on instances where the "expert" (i.e., the teacher) is undergoing socialization (construction of social identity) by pupils.

Discussion of the structure of classroom events and lessons, cross-cultural variations in lesson structure, everyday vs. educational discourse, etc.


Analyse des réponses de 304 élèves de 9e aux questions ouvertes sur une dizaine de situations d'inégalités (y compris les élèves des différentes sections du Cycle).


Étude sur deux variables médiatrices du rapport entre image de soi et performance scolaire : 1) l'intérêt que portent les parents au travail scolaire de l'enfant et 2) le degré de compétition instauré par l'enseignant dans sa classe.


Author examines interviews as speech events, looking at the joint construction of meaning, meaning in context and the empowerment of respondents. Using examples, he shows how the discourse of the interview is jointly constructed by the interviewer and respondent and how both questions and answers are formulated, developed through, and shaped by the discourse between participants. He tries to bring into the foreground the hidden problem of power and looks at
the impact of different forms of practice on respondents' modes of understanding.


Ce livre trace le passage de la sélection dans la clandestinité au moment où l'installation du collège unique a supprimé les voies institutionnalisées de la différenciation scolaire. L'étude menée auprès des enfants montre que ces derniers construisent les représentations de leur avenir scolaire et social à partir de leurs informations, elles-mêmes largement dépendantes de la distance socioculturelle de chacun à la culture scolaire. L'analyse des jugements et des pronostics des élèves a dégagé l'expression de l'organisation de constellations de représentations sur lesquelles se greffe le niveau axiologique.


L'auteur passe en revue diverses recherches en psychologie sociale qui ont une application à la pédagogie.


L'auteur passe en revue les théories sur les relations intergroupes et la dissonance cognitive.


L'expérience a regardé l'influence de variables idéologiques (i.e., appartenance aux syndicats) et de position sur les attributions d'échec scolaire d'un élève.


Trois expérimentations sont présentées qui ont manipulé de la comparaison sociale, des modes d'insertion sociale et des attributions de réussite et d'échec. Les résultats font apparaître chez les sujets des modifications de performances en fonction des
différentes insertions sociales manipulées.


Moscovici responds to English criticism of theory of social representations put forth in the preceding articles in this special issue.


Moscovici responds to his critics. Author outlines the nature of social representation, their capacity to create information, their functions, etc.


"Leçon inaugurale" sur le concept de norme linguistique et l’école comme médiatrice de la norme

L'auteur parle de sa recherche sur la correction des textes d'élèves: hypothèse: "les informateurs (futurs enseignants) jugent plus sévèrement l'acceptabilité d'un item si ce dernier est mis en relief et est présenté comme une intervention correctrice d'un enseignant" conclusion: "la mise en relief et la concentration de l'attention sur l'item ont pour conséquences que des informateurs qui d'eux-mêmes ne seraient pas choqués par un passage déterminé se mettent à le rejeter. Le soulignement possède une telle force suggestive que beaucoup d'informateurs mettent en cause, grâce à lui, des passages qui, autrement, auraient passé inaperçus".


Hypothesis: we cannot understand and explain processes taking place in classrooms by limiting frameworks to only what goes on in the classroom, we must also look at pupils' past experience:

- school career as collection of allocative decisions
- task as tool for studying intergrade connections
- variation in task structure across grades
- definition and perception of tasks


Research compared 4th graders' behaviour on same task presented in laboratory/classroom and club setting. Authors tried to make children use task learned in interaction with experimenter in classroom setting and found very little transfer. Authors explain this in reference to difficulty of classroom (chemistry) activity: "in an important sense, the experimenter and teacher were treating the child's production as if it were a poorly executed attempt to achieve an agreed-upon goal. In education, such assumptions may be a way of importing the goal into Teacher-Child interaction and, from there, into the child's independent activity....In psychology, such overriding assumptions can be dangerously misleading" (p.190).

Conclusion: the effort to make the same task happen in two different settings led to the identification of two very different ways in which people are confronted with tasks...how the task "is made to happen" is not an incidental aspect of the task.


"L'enseignant doit à la fois identifier la représentation qu'il a de la discipline et reconnaître à quoi elle lui sert dans l'équilibre de sa personnalité".

Paper deals with the effect of teachers' behaviour on students' learning from the viewpoint of the students' sense of obligation towards school learning. This source of motivation has two foundations: recognition that learning and self-development are of intrinsic value, and perception of "contract", i.e., recognition that participation in school implies acceptance of the condition of an implicit contract between the child, the school, and the teachers.


120 children in 1st and 4th grade (secular urban Jews, secular kibbutz Jews, and traditional Arab villagers) were asked to evaluate breaches of moral and conventional norms. Unlike the other two groups, the traditional group judged all behaviours as bad even when permitted. Results are interpreted in terms of 2 distinct orientations to social norms.


Study concerns attributions of psychology students concerning problematic school situations (vignettes). Found "the persistence of stereotyped interpretations, undue attributions and commonsense knowledge systems".

Noel, B. "Contribution à l'étude de la métacognition: élaboration d'un modèle à partir d'analyses de cas d'enfants de fin de l'école primaire", Thèse de doctorat, Université de l'État Mons, 1987-88.

Après de la question "Comment l'élève perçoit-il qu'il a compris?", une étude sur la régulation par l'élève de ses processus cognitifs par l'examen de comment l'élève réagit quand on le met dans une situation où il doit évaluer sa propre compréhension et réfléchir sur les facteurs qui l'y ont conduit.
Olkinuora, E., "The relationships of success/failure at school with types of orientation and casual attributions of pupils analyzed in longitudinal perspective", communication présentée au Congrès international sur "Le fonctionnement de l'enfant à l'école: bilans et perspectives de recherche", Université de Poitiers (France), 17-20 juin, 1987.

A 5 year follow-up study (interviews, tests, questionnaires, etc.) of 12 "poor" pupils (5th grade). Results: orientations as means of adaptation seem to maintain pupils' relative academic status and maintain learning difficulties of poor pupils.


Author explores the possibility that although teachers may not always be able to tell us "what was in their mind" when doing this or that we would be wrong to assume that something unconsidered was going on: routines are the highest expression of what teachers know how to do. Speaks of difference between tacit and articulate knowledge and focal and subsidiary awareness.


Cette recherche a pour objectif d'étudier au moyen de méthodes empiriques (entretiens semi-cliniques, tests, enquête écrite, observation) "l'éthique subjective" des enseignants ("convictions intimes") qui déterminent leurs actions.


The purpose of this study was to work toward an adequate account of how children solve mathematical problems. The children (8-11 years old) were asked to solve typical school mathematics problems and to explain what they were doing and why they were doing it. The children were also questioned about classroom rules and conventions governing what went on during mathematics lessons. The interview and performance data have been examined to identify and organize explanatory variables of the type suggested by Action Theory.

What cognitive and metacognitive resources does the child use to make school mathematics meaningful? The procedures employed to answer this question were a combination of classroom observations of a series of elementary mathematics lessons and interviews with the children and the teacher following the lessons.

The interview questions were posed to the children as they worked on math problems and were designed to reveal each child's (1) definition of the task; (2) evaluation of the type and difficulty level of the problem; (3) selection of an algorithm; (4) choice of aids; (5) recording of intermediate values; and (6) mode of checking the results.

The results indicated significant differences between the teacher's and the children's values, concepts, guiding theories and problem-solving strategies in doing math.


Author argues that the key to the confusion about social representations in the Anglo-American world - its attempt to gloss over the problem of individualism - lies in the historical and extant relationship that holds between the disciplines of psychology and sociology.


Investigation of 7th & 9th graders' and their parents' attitudes toward math and their experiences with this branch (success, failure). Using recursive path analysis, the authors found: "children's self-concept and task concept were more directly correlated to their parents' beliefs about their math aptitude and potential than to their performance and their sex".


Enquête conduite auprès d'élèves de 12-13 ans sur ce qu'ils estiment important d'apprendre à l'école, ce qu'ils apprennent à l'école, etc.


Une étude qui visait à diminuer l'anxiété à l'école par l'augmentation des compétences.


Authors argue that without being connected to the biology of the organism or to the features of the ecology or social structure that are common to mankind, there is no a priori basis for assuming that social psychological theories to be universal.


Author stresses the need to look at teachers' subjective theories in the context of the actual teaching-learning situation in order to fully apprehend the complexities with which teachers are dealing. Speaks of 3 key concepts in didactic activity: intentionality, reflection and routines as normative-theoretical considerations.

Peverelli, J.L., "Jusqu'au bout de la langue", Theme (magazine sur la recherche scientifique dans les hautes écoles suisses), 1987, no.4, 17-18.


Enquête sur 100 élèves de l'école secondaire (Liège) à qui l'on a demandé si, à leur avis, les hommes et les femmes parlaient de la même manière. "Notre enquête a montré que les adolescents se représentent le langage des hommes et celui des femmes de manière différenciée."


This study explored the hypothesis that peer discrimination may be a consequence of school failure (n=219 2nd and 5th graders). Specifically, it was expected that retained children would a) receive unfavorable peer attributions, b) be assigned lower social status, c) be targets of peer discrimination and d) have lower expectations for themselves and for school. Evidence for peer discrimination was found but effects were moderated by age, gender, and relative physical size. Contrary to prediction, failed children had higher self-esteem than did nonretained children.


Authors contend that teachers' views on knowledge and theories of learning will affect practice in the classroom. A short summary of current work, describing research findings based on a study of student teachers and practising teachers views' of knowledge, learning and implications for the practice of teaching is given.


A general model of conceptual is presented, discussing its applicability to the study of student learning and teachers' thinking.

Potvin, P., "Le sentiment de responsabilité d'enseignants du secondaire à l'égard du rendement de leurs élèves", communication présentée au Congrès international sur "Le fonctionnement de l'enfant à l'école: bilans et perspectives de recherche", Université de Poitiers (France), 17-20 juin, 1987.

Le "Responsibility for Student Achievement Questionnaire" a été rempli par 29 enseignants. Résultats: les enseignants ont tendance à se sentir responsables des succès des élèves mais à attribuer les échecs plutôt aux événements extérieurs. Les femmes ont tendance à se sentir plus responsables que les hommes.


The study presented was designed to answer the following questions a) what is the sense of high school teachers toward the successes and failures of their students? b) is the sense of responsibility toward successes and failures different from that toward failures? c) do teachers working with students with learning difficulties have a different sense of responsibility from those working with regular students?


149 pre-schoolers were interviewed about their perceptions of learning and their own role in the learning process:

learning to do: as doing
by getting older                   doing incidently
by experience : by doing : by practising
perceiving
by thinking

Premack, D & Woodruff, G., "Does the chimpanzee have a theory of the mind?", *The Behavioural and Brain Sciences*, 1978, 4, 515-526.
A theory of mind is considered as a system of inferences of mental states which are not directly observable. Authors found that a chimp could consistently choose the correct solution to a series of videotaped scenes of a human actor struggling with a variety of problems. Thus, it is assumed that the animal recognized the videotape as presenting a problem, understood the actor's purpose, and chose alternatives compatible with that purpose.


Article examined the effect of collaboration with an adult or a peer on children's independent errand planning. Results showed that there was more use of sophisticated planning methods, greater involvement of children in such methods, and more frequent communication of planning strategies in adult-child dyads than in peer dyads.


This book addresses a central question: What do children do when they perform mathematical tasks such as those they encounter in the classroom?

Resnick, L., "Learning in school and out", polycopié.


This is a working paper on the problem of representation in the sociology of mathematics. Author proposes the hypothesis that mathematical representations are socially constructed around social interests. Article is an exploration of the social construction of mathematics ground in an emancipatory epistemic strategy with the aim to de-alienate and de-fetishize cognition, knowledge and representation.


Includes articles by J. Shotter, J. Bruner, D. Ingleby, and R. Harré.


Report of results of a pilot study of a larger project aimed at discovering the differences in questioning behaviour in expert and novice teachers (7th-12th grade, math & history) by observation of 3-4 ordinary teaching sequences per subject (n=20). Results showed that expert teachers were able to carry out longer, more structured and sophisticated discussions than novices, including giving hints and scaffolding. Experts also asked more questions and seemed to be better able to take into account students' answers.


Study of the ways in which students "tackle" the studying of a text, using the distinction of deep-level and surface-level approach. Authors investigated the extent to which these study strategies can be related to the views of students on learning itself ("learning conceptions") and the quality of learning outcomes.


Analyse de l'influence de la representation qu'a le maitre de l'enfant (le primaire) sur son style pedagogique et sur la qualite des apprentissages scolaires de ses eleves.


Ability is a concept central to the current practice of mathematics teaching. However, the widespread view of mathematics learning as an ordered progression through a hierarchy of knowledge and skill, mediated by the stable cognitive capability of the individual pupil,
can be only sustained as a gross global model. In effect, individual pupils, and groups of pupils are subject to ability stereotyping.


Author showed that students' conceptions of learning and their own role in the learning process influenced what they learn from texts.


In a naturalistic experiment in a primary school setting, it is shown how performance at group level on an elementary arithmetic task is influenced by the immediate context in which the problem is presented. Differences in performance between achievement groups are amplified by corresponding differences in discovering and using analogies between problems as heuristic aids. It is also argued that the functional meaning of the task as pedagogical praxis may differ between contexts.


A theoretical and empirical analysis of motivational, emotional and socio-cognitive aspects of the person-situation interaction which may contribute to subnormal cognitive performance. Depending on their learning history, as well as on the features of the current performance situation, children may become sensitized to different demand aspects of the situation: 1) task orientation, 2) social dependence orientation, 3) ego-defensive orientation. 12 subjects (10-14 years) were observed in various situations for coping strategies.

With a combination of psychology and artificial intelligence, the author analyzes ordinary explanations.


After describing some methods of data collection and analysis, this paper proposes a model of local discourse contexts and suggests that particular expressions (discourse markers) provide clues about where speakers/hearers locate their utterances within the contexts defined by this model. Markers are a device which can be used with contextualization cues (Gumperz) and sociolinguistic variables (Labov) to index utterances to the local, interpretative and social contexts of an utterance.


Dans la théorie de Vygotsky, la différenciation entre psychologie génétique et psychologie de l'éducation n'a pas de sens. Cette thèse est prouvée par un exposé de quelques principes psychologiques fondamentaux développés par Vygotsky.


Research on account episodes for failure events: 180 University students were asked to role-play and give accounts in response to 3 vignettes (breach of trust, neglected supervision, dubious self-defence). Results: women appear to be more willing than men to offer an account (as opposed to a justification, for ex.) and to make concessions with respect to their own causal part in the failure event.


Guide to microcomputer usage for social scientists includes material on the development of mainframe-quality statistical packages for micros.


Two groups of participants (taxi-drivers and civil servants) from Belgium, West Germany, India, South Korea and England rated Weinerian causes on four causal dimensions.


Authors present research that shows that the range of response alternatives induces respondents to consider different behavioural instances to be the target of the question (using frequency scales). Moreover, the different behavioural instances activated by the response scales influenced subjects' interpretation of a related situation, even when an explicit report of an example was not required. Authors also compared responses to open-ended questions with closed questions.


Discussion of difficulties of accounting for activities in progress, joint actions.


The concern of this chapter is with how it is possible for people to behave responsibly and with how the ability is developed. Shotter hypothesizes that its growth involves different kinds of interactions and negotiations over a considerable period of time.


Cross-sectional age differences in control, means-ends and agency beliefs were studied in 240 children aged 7-12 years. "The increase in the perceived accessibility of powerful others is an especially noteworthy finding".


Research focuses on the difficulties students have in translating the content of a problem into mathematical symbol systems. Authors feel that the crux of such difficulties lies in misconceptions of mathematical symbol systems, i.e., in the failure to appreciate that mathematical symbol systems differ in crucial ways from "natural" representation systems, viz., language and imagery.


Research used interesting methodology for studying "common sense" ideas about achievement behaviour.


Article explores the notion that we always assume that what others have said must make some sense.


Authors present a "précis" of their book which is then picked apart by open peer commentary.


The poster presented 2 studies designed to explore the relationship between a teacher's representation of the pupil and his style of formation of didactic-tutorial plans.


Basic discussion of the methodological problems of interviewing children. Authors discuss:

- dual nature of questions: informational and relational
- formulation of questions: creating categories
- interviewing the young child
- correcting "adult-centrism"
- how to change child's perception of adult's experimenter's status
- tips on how to conduct interviews
- child's awareness of adult and child cultures.


The professional ethics of the teaching profession is not simply adopted by the novice. Instead, a continuing process of exchange and equilibration between the given set of professional norms and the personal convictions concerning education and teaching leads to an individual pattern of self-obligation that is part of the professional identity of the teacher.


Une enquête bibliographique (littérature anglo-saxonne) sur les différences garçons-filles en matière d'attitudes et de réussite dans les domaines scientifiques:
1) recherches dans le domaine de psychologie cognitive
2) recherches sur la socialisation différente des sexes.

(théorie naïve: le savoir dont se sert l'enseignant dans la pratique quotidienne afin d'expliquer et de prédir certains comportements des élèves)

La recherche a regardé comment les enseignants s'expliquent les comportements de leurs élèves et a essayé ensuite de modifier ces théories.


Discusses the notion of "intersubjectivity" (Bruner credits him as being the originator of the term).


Cette étude sur le discours des formateurs des jeunes a mis en évidence que ces formateurs usent différemment de la norme d'internalité dans des entretiens menés conversationnellement et un questionnaire construit à partir de l'analyse de contenu de ces entretiens.


Review of theory and research on minority student achievement.


Article reviews peer interaction research from Piagetian and Vygotskian perspectives.

Author discusses school of social constructionism with specific regard to morality.


Discussion de l'article de Doise dans le même numéro.


Discussion of action identification theory which predicts that the level of identification of action most likely to be adopted by the actor is dictated by processes reflecting the trade-off between concerns.


An historical overview of the sociogenetic perspective on personality, reviewing 5 sociogenetic theorists: Baldwin, Royce, Janet, Mead and Vygotsky.


The implicit causal schemas of interpersonal experience verbs were shown to moderate the influence of information concerning consensus and distinctiveness on causal attributions. Subjects' causal ratings revealed that implicit causality significantly moderated informational influence but did not overpower it.


In maths, the study of problem-solving and concept development cannot be separated: the emergence of a new concept is tied to practical and theoretical problems to be solved. One must also look at the relationship of concepts and procedures to situations that make them meaningful and operational.


L'auteur essaye de caractériser les fonctions spécifiques à l'enseignement des sciences des différents écrits produits par les élèves et de proposer une réflexion sur la façon dont on peut apprendre aux élèves à écrire en sciences à travers l'analyse de situations d'enseignement.


This paper describes the results of research using situations of controlled communication close to teacher-pupil communication, paying particular attention to verbalizations as comprehension level cues. Author argues that pupils evaluate the comprehensibility of a message by situating it within a more general context including comparison to typical classroom scenes.

Vogt, R., Observation de l'introduction de Vorwärts: avis des enseignants de SS, Lausanne: Département de l'instruction publique et des cultes, Centre vaudois de recherches pédagogiques, 1986 (30 p.).

Enquête par questionnaire parmi tous les maîtres d'allemand ayant enseigné en SS en 84-85 et 85-86 (N=130) sur la nouvelle méthodologie d'allemand. "Les avis des maîtres consultés sont favorables dans une très large mesure".


Vogt, J., "Patterns and routines in classroom interaction", Recherches en Didactique des mathématiques, 1985, 6, 1, 69-188.
Microethnographic study of typical processes of solving mathematical tasks (8th calculus) with the formal instruction dialogue (analysis of video). Concepts of "interaction pattern" and "routine" used to show implicit regularities of functioning of instruction: "The assumption that the knowledge acquired in this mathematics instruction and the procedures of handling them in some way reflect the regularities of classroom interaction, serves to point out unintended and undesirable effects on the pupils' learning behaviour."


Includes: Thinking and speech


This paper describes the theoretical rationale and microethnographic methodology used in the analysis of classroom contexts using videotapes from a kindergarten classroom during one school year. Aim is to examine (1) the relationship between sociolinguistic (verbal and non-verbal cues) and pedagogical communication variables, (2) the development of social and instructional contexts of the classroom, and (3) the conventions that develop in small groups.


This paper discusses experimental work with children, aged 7-11 years, and adults, comparing written and oral reporting, immediate and delayed reporting, etc.


Issue includes:

Damon, W. & Phelps, E., "Critical distinctions among three approaches to peer education"
Webb,N., "Peer interaction and learning in small groups"
Forman,E., "The role of peer interaction in the social construction of mathematical knowledge"
Hertz-Lazarowitz,R., "Cooperation and helping in the classroom: A contextual approach.


Discussion of the concept of action and its "problems". Authors state that, as compared to behaviour, it is more likely that action 1) has obvious consequences, 2) is merely illusory, 3) is open to interpretational ambiguity, 4) is complicated by multiple psychological accompaniments, and 5) suggest the causal efficacy of human agency.


Wertsch discusses Vygotsky's and Bakhtin's contributions to the theory of mind in developmental psychology.


Authors examine the influence of socio-historical contexts on the formulation of issues in developmental psychology, looking at American and Soviet psychology.

Authors present approach to lay explanations taken by discourse analysis, attempting, in particular, to demonstrate the value of "interpretative repertoires" as a basic analytic unit.


L'auteur propose une explication psychologique du blocage devant les maths. Elle met au point une psychopédagogie qui essaye de rendre aux "moins doués l'espoir de pénétr er un jour les arcanes mystérieux de l'abstraction mathématique". Elle parle du "refus du nombre", "refus du moins", "refus de la structure et de la loi".


This study tested 3 hypotheses: 1) children do not attribute positive outcomes more to internal causes and their negative outcomes more to external causes, 2) children attribute the outcome of others more to internal causes on an academic task than they do on a leisure task, and 3) children attribute their own outcomes to external causes and another's outcome to internal causes. Subjects were 103 1st - 4th graders. Hypothetical events were used with prescribed attributions (ability, effort, task, luck).


L'ouvrage fait état des résultats de recherches empiriques sur la nature et le fonctionnement des différentes manières de penser et de parler de "Monsieur Tout-le-Monde" en regardant 3 thèmes:

1) le degré de concentration ou de décentration cognitive
2) la causalité sociale (les diverses manières d'expliquer la réalité sociale) et
3) la perception du temps.


This paper considers some examples of the mismatching of the ways pupils and teachers think and proposes a model which includes cognitive, curricular and social matching.


Discussion of the fundamentals and varieties of reflexivity.


Two field studies looked at experiences of injustice occurring in a population of teachers and pupils. Tested 3 hypotheses: 1) injustice may change the usual patterns of interaction, 2) prolonged experience of injustice may lead to some changes in rules, and 3) prolonged experience of injustice may develop a tendency to competitive, cooperative or individualistic behaviour in pupils.


This study followed 3 classes over the school year, comparing teacher ratings of children's classroom demeanour, children's interpretations of this evaluation and children's own ratings of teachers' classroom management. The overall picture was of girls and high achievers favouring and being favoured by their teachers (authors did not look at social class). Children clearly detected the boy-girl
differentiation but not the differentiation by achievement group.


"Leçon d'adieu" sur les attitudes vers l'apprentissage de l'allemand à Neuchâtel, regard historique.