

Summaries

Adrián Cordoba & Benoît Lenzen - Déterminants institutionnels et action des enseignants : regard sur l'enseignement de l'éducation physique à l'école primaire genevoise

In the school system in Geneva (Switzerland), physical education (PE) teachers and teachers alternately teach physical education at the primary school. PE teachers are given responsibility by cantonal laws to act as « methodologists » for teachers. This paper is about functioning of interconnected didactic systems. Results show a relationship between professional referential and ways of teaching in class. These ones are contrasting despite the similarity of learning tasks.

Key words : didactics ; physical education; primary school; interconnected didactic systems ; joint action

Denis Loizon, Marie-France Carnus - L'influence des déterminants personnels dans les choix didactiques des enseignants d'EPS

In this article, we are interested more particularly to the influence of personal determinants in the choice of teaching PE teachers, i.e. share of subjectivity involved in the didactic treatment of physical activity. From two case studies presented in the form of "didactic clinical vignette", Luc in wrestling and Bob in gymnastics, we show that some choices are unconsciously linked to the teacher's "déjà-là conceptuel et expérientiel ". These personal determinants act at two level: at the level of planning, they orient more or less consciously the teaching choice, but they also guide their observations and their didactic interactions at the level of the didactic classroom management

Keywords: personal determinants, subjectivity, déjà-là expérientiel, déjà-là conceptuel, experiential already there, unconscious.

eJRIEPS 33 juillet 2014

Stéphane Brau-Antony et Vincent Grosstephan - Etudier l'activité didactique de l'enseignant d'EPS. Parcours de chercheurs

The article aims to trace the scientific career of two researches in the didactic of physical and sport education. It is described three periods which have marked the career of two researches by identifying the theoretical and methodological frameworks mobilized in every period and a number of results. In the first two periods are mainly used the theory of the didactic situations and the theory of joint action by discussing the contribution forged by these two theoretical models in order to analyze the teaching of team sports in school. The third period shows that the study of the functioning of the didactic system can be enriched by other types of orientations. Clinical activity and the methodologies used to analyze the real work of professionals trace the promising perspectives to better describe and understand the didactic activity of teachers of physical education. This third period opens a difficult dialogue and it demands between two research directions: didactics of EPS and clinical activity. It highlights the possible connections between clinical activity and research in didactics and it puts the question about the compatibility of the two theoretical fields and their possible combination.

Keywords: didactic, didactic activity, real activity, team sports

Ghislain Carlier Marie Clerx et François Vanderclayen - Comprendre l'activité réflexive des stagiaires en éducation physique à travers leur rapport de stage : entre « théories subjectives » et « répertoire de savoirs professionnels »

To provoke reflexive writing of pre-service teachers in physical education (n=37), a list of 39 representative concepts of the theoretical and didactic contents of their initial formation's courses is presented to them. The instruction is to comment their activity of education teaching in their training book, in light of five concepts freely chosen among 39. 185 narratives papers establish the sample of this present research with a descriptive and interpretative nature. The aim of this study is to answer the following question: « *What the pre-service teachers are capable of writing about their activity in class?* ». In other words, this study questions the report in the knowledge of the beginners. The results show that trainees used nine concepts mainly. These nine most used concepts are analyzed below. Narratives dedicated to concepts like « *improvisation structurée* », « *allants de soi* »,

eJRIEPS 33 juillet 2014

« *impossible à supporter* » underline the novice teachers relatedness perception of students. Finally this analysis of reflexive writings papers report of the acquisition of the competence and the progressive constitution of professional identity by pre-service teachers.

Key-words : reflexive writing papers, pre-service teachers, didactic concepts, training, professional identity