

## Summaries

### ***Delphine Lafollie - Les dimensions personnelles de gestion du risque d'étudiants en écoles supérieures de cirque : une étude exploratoire***

Risk management in the field of circus art has until now mainly been studied from a sociological perspective which emphasises “emotion management” (Fourmaux, 2006) or the importance of personal and psychological dimensions of risk management (Legendre, 2014). This exploratory study, based on 30 semi-directive interviews with students from graduate circus schools, aims at increasing our understanding of these personal dimensions of risk management in the light of issues raised in sport psychology research. The results highlight two key dimensions of risk management: intra-individual dimensions (fear management, self-confidence and confidence in the body, and concentration) as well as inter-individual dimensions (trust placed in teachers or partners, group competition). Learning or development of most of these personal dimensions of risk management indirectly involves the technical mastery of skills through repetitive and progressive formal learning. On the other hand, mental skills and strengths around fear management and concentration are gained through personal and informal learning; these skills are highly relevant and would be much more so if they were formalised as part of learning process.

Key words : risk, circus, sport psychology, mental skills, technical mastery

### ***Cédric Roure - Analyse des phénomènes transpositifs dans l'enseignement du badminton à partir d'un programme épistémologique centré sur les curricula potentiels***

On the basis of the joint action theory in didactics (JATD), the aim of the study is to analyse the didactic transposition that occurred in physical education (PE) in badminton. First, subject matter knowledge in potential curricula related to badminton in PE has been analysed from an epistemology perspective (Amade-Escot, 2013). Then, we compare that analysis with data collected in a real badminton classroom from the point of view of the chronogenese and the mesogenese (Sensevy, 2007). Results show good

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adequacy between the epistemology perspective and the data collected in situ. This study tells us more about the didactic transposition process done by the physical education teacher.

Key words : JATD, epistemology, physical education, didactic transposition, badminton, potential curricula

***Guillaume Dietsch - Approche technologique et forme de pratique scolaire du football en milieu difficile : le modèle du « futsal »***

The aim of our research is to present and to analyze the elaboration of a type of school practice for soccer in PE (Physical Education). It is inspired by the activity futsal and considers the building of meaning of pupils from a difficult background. Our study concerns a final year of a professional high school situated in "Sensitive Urban Zone". The methodology resumes three properties of technological approach with a didactic aim : the project elaboration, its implementation and evaluation (Bouthier & Durey, 1994). It is based on professional issues as main aim (Bouthier, 2014). Our research speaks about identification and analysis of game configurations, to qualify pupils collective motor acquisition and enable a positive rule construction in PE. The results show the co-construction of knowledge turns out to be fundamental to lead real and long-lasting transformations of these pupils in their investment as well as in their learnings which can be both fundamental and methodological.

Key-words : technological approach, relation of knowledge, relation of rule, type of school practice, soccer, game configuration

***Zeineb Zerai - Effet du débat d'idées sur l'apprentissage du hand-ball chez les débutantes : cas des jeunes tunisiennes.***

In team sports, the debate between students helps players process more quickly perceived configurations of play by revealing elements of game-play. Using results of a questionnaire completed by 20 high school girls, we will show that the integration of a debate of ideas during learning produces a complex didactical engineering and challenges the entire information building process. For interpreting results, we identified all significant ideas and classified them into categories that would offer a practical model

for data processing. Main results show that for girls, understanding, analyzing and interpreting phenomena that occur during game-play are essential for the planning of actions considered for the upcoming match. Indeed, it is widely accepted that language interactions contribute positively to learning. We hypothesize that taking them into account might not be immediate in physical education and sport. The debate allows students to become aware of their conceptions and to put them to the test by subjecting them to their peers, who are likely to criticize them and thus contribute to their development.

Key-words: learning, team sports, debate-of-ideas, girls

***Jean-Francis Gréhaigne & Luc Nadeau - L'enseignement et l'apprentissage de la tactique en sports collectifs : des précurseurs oubliés aux perspectives actuelles***

The purpose of this article is to offer an historical and contemporary perspective on the evolution of the conceptions of the teaching / learning of tactic actions in team sports. This reflection is needed to better understand the current stakes in the research about these themes. A wide overview of the international literature is made to analyze the contributions of each author and specialist in this construction.

Key-words : team sport, teaching, learning, tactics, understanding