

Summaries

Guillaume Escalié, Nicolas Recoules, Lucile Lafont et Sébastien Chaliès - Contribution d'un programme de recherche en anthropologie culturaliste à l'analyse des dynamiques interactives élèves-élèves et enseignant-élèves dans un enseignement par situations complexes en EPS

The pedagogical competence approach largely influences the latest physical education programs. To accompany this institutional development, educational discussions are ongoing to develop teaching approaches articulating "complex" tasks and others more "specific" (Falco et al., 2014). This longitudinal case study aims to analyze the dynamic of the activity of a teaching physical education and students involved in this type of approach. From a theoretical point of view, it is based on a conceptualization of teaching established from a research program in "culturalist anthropology" inspired by the analytic philosophy of Wittgenstein (2004). From videos of lessons and autoconfrontations data of a teacher and a student, the results allow to show that this type of approach (i) encourages the building among students in both motor and methodological sizes of the expected competence (ii) generates complexity in the activity carried out by both the students and the teacher.

Keywords : teaching, complex tasks, competences, learning, rules, interactive dynamic.

Clément Jourand, David Adé, Carole Sève et Régis Thouvarecq - Matérialité et formes d'interaction entre élèves : une étude empirique lors de leçons d'EPS en course d'orientation

This study investigates on the links between the physical and functional properties of the map, on the way pupils use it and the dynamic of interactions between pupils grouped in dyads in orienteering. It was lead according to the theoretical and methodological framework of the course-of-action. Two types of data were gathered: (a) both audio and video recordings and (b) post-action verbalizations of pupils. The data were processed in two step: (a) reconstructing each pupil's course-of-action and (b) reconstructing collective course-of-action from each dyad. The results highlight (a) three uses for the map by pupils in relation to its physical and functional properties, (b) three

typical forms of interactions between pupils and (c) dynamics of these forms of interaction between pupils indexed to certain physical and functional properties of the map. The discussion contributes to ideas on the role and potential of material objects in collective activity.

Keywords: materials objects, physical properties, interaction, physical education, situated action.

Gilles Kermarrec & Cédric Roure - L'entraînement et l'enseignement de la prise de décision tactique dans les sports collectifs

This paper aims at examining an apparent consensus concerning the use of small-sided games (SSG) for tactical skills training. A comparative analysis has been conducted according theoretical models: decision-making models and pedagogical models. Three criterions have been used: the underlying theoretical framework, the learning outcomes and learning processes, the issues and limits. The literature review shows that SSG could be founded on the teaching games for understanding model, within explicit learning, or on a constraints-led approach, within implicit learning. Thus, intuitive decision-making framework is presented because both of implicit and explicit feedbacks are advocated. Despite differences between theoretical frameworks, the meta-synthesis emphasizes that configurations of play recognition (within motoric, perceptive, cognitive and emotional dimension) are viewed as a common outcome in SSG. Taking in account learning mechanisms (i.e. explicit vs explicit learning) promoted in such SSG, the role of coaches and teachers should be different.

Key-words : teaching games, small-sided games, decision-making, tactical skills, learning.

Jérôme Visioli, Oriane Petiot et Luc Ria - L'activité d'enseignants experts en Education Physique et Sportive : une étude de cas sur les formes, les fonctions et la pertinence des communications non verbales en situation

The objective of this paper is to analyze the activity of expert PE teachers in situation, with a focal on the forms, functions and relevance of their non-verbal communication (NVC) situation. Specifically, we want to link the forms and functions of NVC with verbal communications (VC), and secondly to assess their relevance to the classroom context.

By using the course-of-action research approach (Theureau, 2006), we studied the activity of five teachers during two PE lessons. Two principle types of data were collected: (1) recorded video and audio data for each participant ; (2) verbalization data collected during individual self-confrontation interviews. Findings showed the analysis of the teachers activity, including their NVC, in the form of five case studies selected on the basis of self-confrontation data. They were then discussed according to four parts : (1) the complexity of the relations between NVC forms and functions of the expert teachers in PE and their VC in classroom situation ; (2) the relation between NVC and classroom context : the relevance.

Keywords : teacher's activity - non-verbal communication - expertise - classroom context - course of action