

Summaries

Cathy Rolland - Une autochronie métaphorique constitutive de l'intelligibilité située des réalisations gymniques

This study set out to characterize the largely implicit cognitive processes demonstrated by expert artistic gymnastics coaches as they deliver skills coaching sessions. To frame and capture the experientially-manifested processes in action, the activity deployed through repeated interactions with the gymnasts was analyzed via an approach borrowed from situated cognitive anthropology. This paper highlights the dynamics of the cognitive processes that enable coaches to componentially translate gymnasts' attempted moves so as to transform the way gymnasts execute them. The results show that the units of meaning situationally encoded by coaches are discrete transitional component-movement sequences that chain together into gymnastics skills. These units of meaning are read as properties of the move that the coaches construct into a system of synchronic and diachronic causal relationships. The assignment of meaning is dynamically structured in brief coach-generated scale of present-time, or 'autochrony'.

Keywords : Coach, Intervention, Cognitive processes, Autochrony.

Tegwen Gadais, Sophianne Dionne, Louis Laurencelle & Luc Nadeau - Comparaison de la pratique d'activités physiques d'élèves du primaire pendant et après la mise en œuvre d'une stratégie d'intervention de développement de l'autonomie : le Pentathlon en équipe

This study describes the physical activity practice (PAP) of students (N = 98) involved in a Team Pentathlon (TP), a program designed to help them "adopt a healthy lifestyle and active." An analysis of the PAP was performed to identify differences based on the time of the intervention, during and after the implementation of the program. The data collection of PAP episodes was completed after eight weeks (T1) expected duration for the implementation of TP, and three weeks after the end of the program (T2). Information was collected on five PAP parameters (PAP volume, duration, intensity, frequency and diversity of activities). Results show a significant decrease of PAP participants between the implementation period Pentathlon (T1) and post-implantation

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period (T2). However, the majority of students remain sufficiently active beyond the program and these have helped clarify short-term effect of TP which targets self-development for management of his own PAP by youth.

Key words : Team Pentathlon, physical activity practice, post-intervention, short term, youth.

Caroline Ganière, Marc Cizeron & Jocelyne Cizeron - L'intelligibilité de l'organisation motrice au sein du présent de l'agir : études de cas en enseignement de la danse

The study aims to elaborate a framework to analyze motor behavior of pupils in physical education in order to guide their learning. Led in the frame of university education of contemporary dancing, the study is interested in motor behaviors of STAPS bachelor's degree students involved in a task consisting in appearing a dancing sentence including a passage on the ground. The frame of gestalt theory has been retained to regard motor organization inextricably as form and meaning. Two types of data have been collected : i) data concerning forms and corporeal movements (morphological aspects of motor behaviors); and ii) data concerning the meaning of lived experience by subjects in ongoing action. Results highlight different degrees of elaboration of participating students' motor organization, typifying them according to analysis categories partially derived from the study.

Keywords : dancing, analysis framework, functional categories, teaching, gestalt, motricity.

Yvette Laurent - Techniques corporelles ou concepts pragmatiques, des « savoirs de l'activité » passés sous silence en formation : deux études de cas en Formation Continue EPS

During an intervention- research led with accomplished physical education teachers on the ground of the in-service training, we tried to understand what bases the efficiency by interesting us in the links between job analysis and training; for it, we opted for an ergonomic approach of the activity and mobilized the methodological frame of crossed self-confrontations. In this paper, we show how associating trainers and trained in this co-analysis, allows the update of incorporated, untold knowledges in training although

identified as facilitators elements of the teacher's activity. However, these knowledges of the activity which embody the didactic intentions in the professional gestures sometimes base on skills or conceptualizations difficult to learn in the time of the training. This will question us about their place in the training situations and about the conditions of their development and their transmission.

Keywords : accomplished teachers, activity, cross self-confrontations training, work, professional gestures.

Gaëlle Le Bot, Jean-François Desbiens & Denis Pasco - Identifier les orientations de valeur des enseignants à partir de l'analyse de leur pratique d'enseignement : conception et validation d'une grille d'observation en éducation physique et sportive

Value orientations (VO) in physical education (PE) represent teacher's choices about the content to be taught, the manner in which it is presented and ultimately what students should be learn. Without an existing observation tool to identify VO into teaching practice very few studies have been conducted on the influence of VO on teaching practice. This paper attempts to fill this gap through the development of an observation grid of teaching practices in sport and physical education.

Keywords : teaching practice, value orientation, observation tool, sport and physical education.

Guéguen Marie - Eclairages sur le processus de changement des orientations de valeurs d'un groupe d'enseignants d'éducation physique et sportive français à la suite d'un programme renouvelé

The aim of this article is to improve the understanding of teachers' value orientation change process. We present the transformations that occur when ten physical education teachers have taught a curriculum which is centred on the pupil's self-development. The French version of Value Orientation Inventory has been used to identify the value orientation profiles before and after the curriculum has been taught. A significant alteration has been observed. At the end of the experimentation, the value orientation self-actualization becomes most important than disciplinary mastery and

learning process, which were the higher priority of the teachers before the implementation of the curriculum. We discuss the role of the curriculum, for these teachers, in the observed alterations. These results reveal also some conditions that are in favour of a teachers' value orientation change.

Key words : teacher, physical education, value orientation, profile, program, change.

Paret Karine, Gal-Petitfaux Nathalie - Former au métier d'éducateur socio-sportif : exemple d'un dispositif collaboratif centré sur l'expérience d'intervention.

This research takes place at University of Orleans in the area of physical education and sport teaching. More precisely, this research investigates the training of social sports educators.

The study is conducted within the theoretical framework of the course-of-action (Theureau 2004) in situated cognitive anthropology.

The training device is based on three collective sequences which allow students to cooperate during learning: (a) before, (b) during and (c) after their intervention with special publics as offenders. A part of the data comes from of the analysis recorded of 3 social sport educators in training situation in January 2014. First, they were filmed in sport intervention, then recorded during crossed self analysis. The others data were collected in an experience sharing workshop in April 2014 during which the 3 social sport educators have evocated this intervention again.

The results show that the moments chosen and analyzed by the educators evoke strong emotions. These highlights are heuristics, and indicate the state of progress of formation process. According to the level of emotions felt, the educators seem to progress or not in the development of their capacity to face to the work situation and to the offenders' public. The collaborative dimension of the training seems promising for increase training quality, especially to overcome such emotional contexts in initial training period.

Keywords : training device, social sport educator, course-of-action, emotion, learning-organization.