

Summaries

L'engagement disciplinaire productif d'élèves contrastés dans l'action didactique conjointe en gymnastique : étude de cas dans un lycée tunisien

This paper aims to describe the conditions of students' productive disciplinary engagement in the teaching of gymnastics in Tunisia. It calls attention to how the breaches of didactic contract may contribute to knowledge progression in the classroom and how students contribute to situated didactic process. Students' engagement was investigated within the didactic joint action theoretical framework in conjunction with the Anglo-Saxon theoretical framework of "Productive disciplinary engagement". The data were collected through classroom ethnographic observations using video recording and interviews with a female teacher in public institution. The study was conducted in two steps: a macro analysis of students' cooperation during three lessons of the unit, and a micro-didactic analysis which focused on students' actions during significant episodes of task transformations. The findings characterize the conditions under which students teach themselves through modifications of the didactic milieu (mesogenesis) and point out generic patterns linked to a specific topogenetic process that enrolls students in a productive disciplinary engagement.

Keywords : didactic joint action, productive disciplinary engagement, gymnastics.

Faire pratiquer des activités physiques, sportives et artistiques dans la formation STAPS : quelle contribution à la professionnalisation des étudiants se destinant aux métiers de l'enseignement?

This literature review questions the contribution of physical, sports and artistic practice during the practical (TP) to the professionalization of students aiming for careers in teaching. If the use of physical, sports and artistic practice in this type of education apparently seems to be a consensus, a close reading of the literature but also the field of official documents reveals "gray areas" regarding its real participation in the professionalization of students. Finally, the issue of this article

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is to situate the conditions to make the physical practice, sporting and artistic a professional tool.

Keywords : professionalisation, physical practice, sporting and artistic, physical education, teacher training.

Enseigner la danse en EPS : réticences des enseignants et impact des formations initiales

The time devoted to the dance and the circus teaching in PE is relatively low, although the latter is growing. Previous studies have pointed out that the teachers' sport habitus may encourage the choice of the circus. The article questions PE teachers in dance about their initial and in-service PE Teacher Education (PETE). The psychosociological framework postulates the central role of each teacher' Knowledge / Power articulation, on the choice to teach or not these practices. Fourteen semi-structured interviews were conducted with teachers integrating dance and / or circus, or none of the two practices, in their PE classes. The questions dealt with the course and feelings with their dance initial and in-service PETE, their representations of the advantages or disadvantages with teaching dance or circus in their classes. The results indicate the extent to which these artistic practices disrupt the teachers sporting habitus, creating tensions between their reluctances and institutional obligations. They suggest the potential characteristics of PETEs that would enable more future teachers to teach dance into PE: increasing "confidence in teaching dance" rather than "making dance known".

Keywords : PE, Initial PETE, dance, artistic practices, psychosociology

Les conflits vécus par le tuteur ESPE et le tuteur EPLE dans le dispositif du tutorat mixte

This article presents a study on the work of university supervisors and cooperating teachers involved in the mixed tutoring in physical education. The mixed tutoring involving the university supervisor and the cooperating teacher is part of the new process which the aim is to support of trainees with a collective training. Inscribed

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in the clinical approach of the activity (Clot, 2008), the study analyzes the thwarted dimensions of the activity experienced by the university supervisor and the cooperating teacher during the formative visit. From the analysis of simple self-confrontation data and collective confrontations data, the results show the interest of the collective dialogue as place of emergence and formalization of the conflicts of individual and collective activity. Training courses are proposed with the aim of helping university supervisors and cooperating teachers to develop resources to work together.

Keywords : Mixed tutoring; analysis of activity ; conflict; collective training ; Approach of Clinical Activity