

Summaries

Maël Le Paven, Thibault Kerivel, Gilles Kermarrec et Tanguy Philippe - Which knowledge are mobilized by students in order to cooperate in futsal using a digital tablet ?

This study focuses on how students in second year of Bachelor's degree in sport sciences acquire the use of digital tablets in order to improve their practice of a team sports (futsal), including a practice of intervention. We mobilize for this purpose the descriptors of the Joint Action Theory in Didactics (Sensevy, 2011) to lead a qualitative analysis of moments of individual autoscopies and collective exchanges mediated by the use of tablets, supporting our analyses by the speeches conveyed according to different conditions by the students and by their teacher. Our results reveal how the practical epistemology of students reveals an evolution of the knowledge mobilized in order to analyze their practice, to interact with their peers and to intervene with them. These results highlight a co-construction of skills to intervene marked by increasing attention to the conditions of emergence of a shared "seeing as" (Wittgenstein, 1953/2004), as a support for the development of reciprocal interaction strategies. These results lead to discuss the complementarity of action and reflexive experiences within university educational courses.

Key words : joint action – didactics – futsal – digital tools – autoscopia – intervention

Magali Descoedres et Jacques Méard - Les situations émotionnellement marquantes en EPS : traits typiques et rôles dans le développement professionnel des enseignants novices

The aim of this study is to understand the types of emotional situation lived by Physical Education Teachers in Training (PETT) in a class setting. A qualitative questionnaire (asking to report two emotionally significant situations) was documented by 139 PETT (N = 278) and processed inductively. The results show that these situations are grouped into 12 types. The PETTs report situations arousing negative emotions for two-thirds. These emotions are for most of them related to the violation of rules by students, the management of particular

students and security problems. Most PETTs report that these situations have contributed to their professional development. In addition, they shared these situations with their guardian, their colleagues, but also their friends and spouses in significant proportions. These results are discussed with elements of the literature and from a developmental point of view.

Key words : physical education, beginning teachers, professional development, emotional situation

Claire Mattei-Mieusset, Geneviève Emond et Pierre Boudreau - Quel développement professionnel pour des enseignants associés dans une formation de type recherche-action participative ?

As part of an international research on the development of competencies of physical education associate teachers (AT) in their mentoring (Paul, 2009) of student-teachers, this article focuses on the french group of five AT. The project PReParE-Eps was conducted between 2015-2018 in six settings : Belgium, Canada (Quebec, Ontario), France, Switzerland, United-States, using a Participatory Action Research (PAR) approach (Chevalier and Buckles, 2013). The PAR used in the french context with five AT, aimed at developing their mentoring professional competencies, engages all the participants in the different steps of the training taking into consideration their acquired competencies as well as their autonomy as professional. Oral and written discourse constitute the data. These are produced by the AT before, during and after four days of group meetings offered over a five-month period. In this paper, we present the professional development process (Grosstephan, 2010 ; Jorro, 2014) of two AT based on three indicators: reflexivity, mobilization of conceptual tools and professional identity. Their observed development evolved along four phases : insecurity, experimentation, appropriation and consolidation (Boucher & Jenkins, 2004). We discuss how the PAR plays a dynamic role in this overall evolution of these two AT.

Key Words : training ; mentoring ; associate teacher (AT) ; participatory action research (PAR) ; professional development ; physical and health education.

Hanene Lengliz, Maher Guerchi et Marie France Carnus - L'enseignement spécialisé à l'épreuve d'un déjà-là, études de cas de deux enseignants d'activités physiques adaptées en Tunisie

This article is a part of a research which joins in a work of a doctoral thesis in clinical didactics of physical education (PE). We analyze the Specialized Teaching Practices (STP) intended for pupils with particular needs, presenting here a mental deficiency, by trying to articulate certain concepts stemming from disciplinary didactics together with a clinical study of psycho-analytical orientation. In view of our progress, which is still at an exploration stage, our interest is focused on the concept of "Déjà-là" representing the hidden side of the Teacher's Decisional Process (TDP) and providing motives and potential drives of the teacher's professional Activity. We proceed to the study of closely-related cases of two teachers of Adapted Physical Activities (APA) practiced in Specialized Institutions in Tunisia. The analysis of the contents of the interviews organized according to the clinical didactic methodology shows that the teacher's 'Déjà-Là' can determine to a great extent his didactic and professional decisions.

Key words : Specialized Teaching Practice, Adapted Physical Activities, Clinical Didactics, Case Study, 'Déjà-Là', Mental Deficiency, Teacher's Decisional Process