

OBSERVER LES PRATIQUES ENSEIGNANTES

Cet ouvrage est une production collective des chercheurs du réseau OPEN dont les travaux sont basés sur l'observation des pratiques enseignantes effectives. Sa composition reflète le choix épistémologique du réseau qui, pour traiter de la complexité des pratiques, a fait le pari d'une pluralité d'approches. Il offre l'intérêt de décrire des pratiques effectives dans leur dynamique en rapport avec les apprentissages des élèves.

La variété des apports des différentes équipes impliquées dans le réseau permet d'appréhender différents modes d'analyse des observations réalisées en situation d'enseignement-apprentissage et contribue ainsi à la production de nouveaux savoirs utiles pour la recherche en sciences de l'éducation ainsi qu'à la formation des enseignants.

Cet ouvrage s'adresse aux chercheurs et aux formateurs d'enseignants aussi bien qu'aux enseignants désireux d'analyser leur pratique en situation.

Ont participé à cet ouvrage :

Marguerite ALTET, Claudine BLANCHARD-LAVILLE, Marc BRU, Isabel CANTÓN MAYO, Marie-France CARNUS, Philippe CHAUSSECOURTE, Joël CLANET, Philippe CLAUZARD, Carole CLAUW, Rémi GOASDOUÉ, Jean-François MARCEL, Pascale MASSELOT, Olivier MAULINI, Sylvette MAURY, Corinne MÉRINI, Marie NARBOUT, Line NUMA-BOCAGE, Léopold PÉQUAY, Pierre PASTRÉ, Thierry PIOT, Aline ROBERT, Laurent TALBOT, Marie TOULLEC-THÉRY, Rosa Eva VALLE FLÓREZ, Marc VANTOUROUT, Benoît PERCRUISSE, Philippe PETRUNES, Isabelle PINATIER.



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Observer les pratiques enseignantes Claudine Blanchard-Laville, Marguerite Altet, Marc Bru, 2012-03-01 Voici une production collective de chercheurs du réseau OPEN dont les travaux sont basés sur l'observation des pratiques enseignantes. Il offre l'intérêt de décrire des pratiques effectives dans leur dynamique en rapport avec les apprentissages des élèves.

Pratiques Enseignantes Marc Bru, 2001-11-27 **La pratique enseignante en mutation à l'université** Nicole Rege Colet, Marc Romainville, 2006-10-26 Les universités sont souvent accusées de négliger leur mission d'enseignement au profit de la course à l'excellence dans la recherche et par conséquent de mépriser la pédagogie. Mais l'université est-elle vraiment aussi centrée sur la recherche qu'on le prétend ? Est-elle si résistante au changement et à l'innovation pédagogique ? Cet ouvrage questionne ces présupposés et annonce un renouveau de la pratique enseignante à l'université. Les grands changements qui affectent autant les cursus universitaires que les manières d'enseigner sont analysés à partir des questions suivantes : Quels sont les facteurs externes qui poussent au changement ? Quelles sont les nouvelles directions pédagogiques proposées ? Comment soutenir voire encourager l'innovation et le changement ? Comment la recherche en éducation alimente-t-elle les nouvelles approches pédagogiques ? Les contributions de cet ouvrage relèvent les principaux défis pour les universités qui veulent renouveler leurs enseignements. Elles sont regroupées en trois parties qui tour à tour examinent les objectifs de demain, osent l'évaluation pour faire le point et diagnostiquer les malaises, soutiennent les pratiques pédagogiques innovantes et proposent des mesures d'accompagnement de ces nouvelles pratiques. S'il comprend des modalités pour mieux analyser et valuer les pratiques enseignantes, l'ouvrage est résolument tourné vers l'action et suggère des pistes à explorer pour accélérer les mutations des pratiques pédagogiques universitaires.

Integrating Video into Pre-Service and In-Service Teacher Training Rossi, Pier Giuseppe, Fedeli, Laura, 2016-09-12 The utilization of media has proven to be a beneficial instructional method in learning environments. These tools are particularly useful for teacher training promoting better reflection on current practices. Integrating Video into Pre Service and In Service Teaching Training provides a comprehensive overview on the application of class video recordings to encourage self observation of personal teaching methods and improve everyday classroom habits. Highlighting concepts relating to professionalism, didactics and technological techniques, this book is a pivotal reference source for researchers, educators, practitioners and students.

Les pratiques enseignantes, 2005 *Enseignement explicite : pratiques et stratégies* Marie Bocquillon, Pascal Bressoux, Clermont Gauthier, Christophe Baco, Steve Bissonnette, Antoine Derobertmasure, Marc Demeuse, 2024-01-17 Pour choisir ses pratiques pédagogiques, tout enseignant est confronté à une multitude d'informations de qualité variable. Certaines reposent sur des traditions ou encore des opinions, tandis que d'autres reposent sur des recherches de terrain ayant permis d'en démontrer l'efficacité. C'est notamment le cas de l'enseignement explicite, une approche pédagogique qui permet au plus grand nombre d'élèves d'acquiescer et ce indépendamment de leurs caractéristiques initiales telles que l'origine sociale. En ce sens, l'enseignement explicite est donc galement quitable.

En utilisant cette démarche l'enseignant tente de rendre accessible tout ce qui se passe en classe les démarches les objectifs considérant que l'implicite peut être naïf aux apprentissages notamment des élèves en difficultés Pour ce faire l'enseignant met en œuvre un ensemble de gestes professionnels de gestion des apprentissages et de classe présentés en détail dans ce livre Les stratégies d'crites sont transversales et utiles pour les différents niveaux d'enseignement les différentes disciplines

La Part langagière intériorisée Sabrina Royer, 2025-06-10 This book explores the often overlooked linguistic practices of migrant workers in the cleaning sector a field commonly associated with simple tasks but requiring specific language skills to manage actions and unforeseen situations Conducted at Joliot Curie High School in Oignies this study examines the internalized linguistic component that **Research in University Pedagogy** Stephanie Bridoux, Nicolas

Grenier-Boley, Caroline Leininger-Frezal, 2023-08-22 This book offers an overview of the research carried out in didactics on the teaching and learning of science at university from the perspective of university pedagogy The first part sheds light on the links between university pedagogy and didactics by studying the nature and place of disciplinary pedagogical knowledge at university and the training of academics through the prism of professionalization The second part questions the teaching practices of academics from a disciplinary approach from the point of view of the impact of the research discipline on the declared practices or that of the links between the resources mobilized in research and teaching activities The third part proposes a sociological look at these practices in terms of the analysis of the discourses of institutional actors or of practices in situ The book concludes with a synthesis that develops the main issues challenges and difficulties that remain at the end of this book

Didactique du français Érick Falardeau, 2017-01-30 T00:00:00-05:00 Le présent ouvrage est issu du 9e colloque de l'Association internationale pour la recherche en didactique du français AIRDF qui s'est tenu Québec 2004 il regroupe des contributions provenant du Québec de Belgique de France et de Suisse L'ensemble des travaux présentés offre un panorama très large de la recherche actuelle en didactique du français Cet ouvrage constitue un outil précieux pour les étudiants et les chercheurs ainsi que pour les formateurs et les enseignants désireux de s'initier la recherche dans le domaine Les travaux la fois qualitatifs et quantitatifs vont de la recherche théorique l'enquête en passant par la description de pratiques de classe l'expérimentation didactique ou la synthèse de tudes et présentent de multiples techniques de recherche questionnaire grille d'observation analyse de contenu de leçons de textes ou d'entretiens etc **Comment changent les**

formations d'enseignants ? Julie Desjardins, Jacqueline Beckers, Pascal Guibert, Olivier Maulini, 2017-12-30 Soumises de multiples pressions et souvent en tension entre des demandes attendues ou nécessaires provenant de sources multiples comment les formations l'enseignement voient-elles Quels facteurs influencent leur trajectoire Dans le cadre de cet ouvrage des auteurs français belges canadiens suisses et africains se penchent sur le phénomène de l'évolution des programmes de formation l'enseignement cherchant circonscrire les forces en jeu Au fil de sa lecture le lecteur découvrira les facteurs qui ont influencé d'une façon ou d'une autre la trajectoire des formations dans chacun des contextes d'crits par les auteurs L

ensemble des contributions permet d'apercevoir des faits dont sont initiées et pilotées les transformations la réaction des institutions face la transformation accrue des contextes professionnels les facteurs qui conditionnent particulièrement l'orientation du curriculum et ceux qui jouent un rôle dans la mobilisation des acteurs Le phénomène de résistance est aussi abordé par quelques auteurs Structuré en quatre sections l'ouvrage explore l'influence du contexte d'exercice de la profession la demande sociale et les cadres législatifs les attentes et les stratégies des acteurs et les tensions internes aux dispositifs et aux démarches de formation On y découvre que les transformations s'inscrivent toujours dans une histoire et dans une culture et qu'elles sont fortement affectées par les rapports de force entre les groupes et les individus

Examens de l'OCDE du cadre d'évaluation de l'éducation : Maroc Maghnouj Soumaya, Bélanger Julie, Clarke Marguerite, Fordham

Elizabeth, Kitchen Hannah, McGregor Isobel, 2018-07-20 Comment les politiques d'évaluation du système éducatif peuvent-elles améliorer les résultats des élèves dans l'enseignement primaire et secondaire travers une perspective internationale les rapports pays de cette série apportent une analyse indépendante des principaux enjeux des politiques d'évaluation pour identifier les améliorations

Les interactions dans l'enseignement des langues - Ebook Francine Cicurel, 2011-11-09 Agir professoral et pratiques de classe Une réflexion qui permet de découvrir la culture professorale travers l'observation des pratiques de transmission en classe de langue

L'approche pédagogique par compétences dans l'enseignement des langues vivantes Hyppolite Mathias Bikitik, 2017-06-01 Cet ouvrage se focalise sur la mise en œuvre de l'approche par les compétences dans l'enseignement apprentissage des langues étrangères en général et de l'italien au Cameroun en particulier travers une description des objets et des lieux d'une didactique des langues cultures adossée une logique de développement des compétences ce livre montre qu'une telle approche dans le système éducatif camerounais doit permettre aux acteurs de l'éducation de renouveler, d'améliorer, de prolonger et de contextualiser leurs méthodes et pratiques pédagogiques

De la recherche en lecture-écriture à la pratique Sophie Briquet-Duhazé, Catherine Turcotte, 2018-11-01 Les enseignants prouvent le besoin d'obtenir des outils issus des travaux des chercheurs directement applicables en classe particulièrement en didactique de la lecture-écriture Ainsi la diffusion des résultats de recherche interroge le rôle de la formation continue dans l'appropriation de ces résultats Cet ouvrage s'empare de cette problématique et expose des projets de recherche menés au Québec et en France partir d'une variété de moyens notamment en créant du matériel pédagogique ou en engageant les enseignants dans une démarche de recherche les auteurs témoignent de l'importance accordée à l'appropriation et la diffusion de leurs résultats dans les milieux scolaires Bien que ces dernières tapes complexifient parfois le travail des chercheurs elles sont nécessaires pour développer et maintenir des relations entre la recherche et la pratique

Analyse de pratiques pédagogiques Isabelle Fabre, Hélène Veyrac, 2014 Formée et par la recherche experts et spécialistes dans un domaine les enseignants chercheurs sont comme tout nouveau professionnel novices leurs débuts Maîtriser les savoirs enseigner n'implique pas que l'on maîtrise les savoirs pour enseigner La dimension pédagogique de l'acte d'enseigner ne rel

ve pas uniquement d'une expérience acquise ou d'un talent inné elle doit faire l'objet d'une formation d'un apprentissage Ainsi la DGER direction générale de l'enseignement et de la recherche du ministre en charge de l'agriculture a fait le choix d'accompagner les enseignants chercheurs leurs buts en leur proposant une formation au plus près de leur travail quotidien basée sur une démarche réflexive d'analyse de pratiques d'enseignement Elle doit favoriser le développement d'une pratique réflexive et ainsi faciliter l'adaptation des enseignants chercheurs un contexte professionnel en volution constante tant du point de vue des publics des dispositifs de formation que des modalités pédagogiques L'analyse de pratiques professionnelles comme manière de penser son métier permet l'enseignant chercheur d'appréhender autrement les situations d'enseignement d'éviter l'écueil des opinions préconçues et des pratiques reproduites sans appropriation Cet ouvrage nous invite penser le développement professionnel des enseignants chercheurs qui ont pris le risque d'exposer de confronter et d'analyser leurs pratiques Il témoigne de l'intérêt d'une formation entre pairs au plus près des pratiques et des préoccupations des enseignants chercheurs qui souhaitent apprendre et exercer leur métier non pas seulement partir de la maîtrise de savoirs disciplinaires mais également par l'acquisition de compétences professionnelles propres favoriser l'apprentissage et la réussite des étudiants

Quand les récits de pratique enseignante parlent d'appren.. Raphaël Pasquini, 2013-10-03T00:00:00-04:00 Comment aider Delphine qui voudrait que l'écueil n'existe pas Que signifie la résistance d'Abdoul aux pratiques d'évaluation de son enseignant Ou encore quels éléments sont en jeu dans l'arrivée inopinée de Zahi en cours d'année Cet ouvrage permet une immersion dans la pratique d'un enseignant qui relate au moyen de huit récits des expériences qu'il a vécues et qui l'ont interpellé Chacun de ces récits rend compte d'un moment pédagogique particulier ainsi que des interrogations et des réflexions qu'il a suscitées chez le praticien La pratique ne se suffit pas elle-même pour relever les enjeux pédagogiques relatifs tout acte d'enseignement Chaque récit est donc suivi d'une analyse fondée sur une problématisation du moment pédagogique faisant dialoguer la complexité de la profession enseignante avec divers éclairages théoriques Cette présentation originale permet une articulation entre pratique et théorie Les étudiants enseignants et formateurs y trouveront un matériel d'analyse de la pratique orienté sur l'exercice du jugement professionnel *Vers l'intégration des TIC dans l'enseignement des langues - ebook* Nicolas Guichon, 2012-02-01 Un nouvel enjeu comment intégrer l'utilisation des technologies dans les pratiques de classe

Laboratoire bonheurs, 2022 *Regards croisés - Des pratiques de qualité pour soutenir le développement global de l'enfant* Isabelle Deshaies, Johanne Valois, 2025-08-25 Offrir une éducation préscolaire de qualité un défi collectif une responsabilité partagée Dans un contexte où les connaissances sur le développement de l'enfant évoluent rapidement il devient essentiel de s'appuyer sur les données issues de la recherche pour enrichir les pratiques éducatives l'éducation préscolaire Ce livre collectif propose une exploration structurée des leviers essentiels pour soutenir le développement global de l'enfant et offrir une qualité éducative forte et durable Répartis en 20 chapitres les contenus s'articulent autour de six grandes thématiques complémentaires Qualité éducative Une compréhension approfondie des dimensions clés de la qualité telles que l'engagement de l'

enfant le soutien motivationnel le soutien à l'apprentissage l'écriture et les fonctions exécutives Pratiques quotidiennes de l'enseignante L'observation la valorisation des fonctions exécutives et le jeu accompagné comme fondements de l'intervention pédagogique quotidienne Pratiques visuo-cognitive L'environnement mathématique les routines et transitions la planification en synergie l'exploration et la manipulation Pratiques visuo-langagière La lecture interactive enrichie la pragmatique le vocabulaire et l'accompagnement des enfants ayant un trouble développemental du langage grâce au modèle de retentissement fonctionnel Autres pratiques La littératie alimentaire et les actions civiques Collaboration La collaboration enseignante orthopédagogue pour le domaine langagier et le partenariat école famille Les chapitres conjuguent rigueur scientifique et ancrage dans la réalité du terrain Ils offrent des pistes concrètes transférables et validées pour enrichir les pratiques éducatives permettant ainsi de soutenir et inspirer les enseignantes dans le déploiement de leurs interventions quotidiennes Ces chapitres sont accompagnés d'outils concrets en format PDF téléchargeables conçus pour soutenir l'action pédagogique Une lecture essentielle pour mieux comprendre les enjeux actuels de l'éducation préscolaire et pour agir concrètement en faveur d'une qualité éducative fondée sur la recherche et pensée pour la classe afin d'agir spécifiquement sur l'émergence des besoins des enfants dans cette période de transition scolaire si importante son développement Avec la collaboration de Judith Allard Jean-Claude Boyer Nathalie Breton Annie Charron Jennifer Couttet Marilène Deshaies Marylène Dionne Marilyn Dupuis Brouillette Stéphanie Duval Octavienne Gauthier Marie-Pierre Gingras Elisabeth Jacob Julie Lachapelle Robert Landry Pascal Lefebvre Marie-Claude Marchand Pamela McMahon Morin Noémie Montminy Noémie Paquette Anne Sophie Parent Marianne Paul Jeremy Perichon Mathieu Point Stefano Rezzonico Christelle Robert Mazaye Maude Roy Vallières Camille Robitaille Laurence Ruest Charline St-Jean Elaine Thiffault Elsa Tremblay Marie-Michèle Tremblay Marie Laurence Tremblay

L'évaluation de la performance des établissements scolaires au Maroc
 OECD, 2024-03-28 Ce rapport vise fournir au Maroc les outils nécessaires pour la mise en œuvre d'un système d'autoévaluation de suivi et de soutien externe des établissements scolaires Il propose un cadre d'indicateurs de la qualité qui peut fournir une vision commune et cohérente de ce qui constitue une bonne école et fournit des recommandations pour que les processus d'autoévaluation ainsi que le suivi et le soutien apportés aux établissements se concentrent sur l'essentiel

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