

Les Sciences de l'éducation – Pour l'Ère nouvelle

Contents-issues 4 / 2016

**Interests and conditions of a “small” teaching
speciality – geography didactics – contributing
to educational research**

Alain PACHE, Philippe HERTIG et Daniel CURNIER

Approach to complexity in an educational context for sustainable development: what prospects for geography didactics?

Abstract: Considering that school disciplines have become subject to disciplinary reconsideration due to increasing social demands, this text discusses some issues in terms of research and didactics. After a short presentation of the educational context in the French-speaking part of Switzerland, the authors provide information on how to handle an educational research's study object aiming at sustainable development and complexity. The outputs of this research, coupled to other work conducted in the French-speaking area, clearly position didactics at the interface of six different scientific disciplines, thus contributing to the meaningful ongoing debate on many issues. The article concludes with a few examples of the use of research results in teachers' training programs and with the allusion to fresh research prospects in Geography Didactics.

Key words: Didactics of geography. Education for sustainable development. Complexity. Teacher training. Perspectives.

Thierry PHILIPPOT, Anne GLAUDEL et Philippe CHARPENTIER

Epistemological and methodological issues in didactical analysis of primary school geography teaching

Abstract: Primary school teaching in its didactical aspect still remains an unspoken reality. We provide an epistemological and methodological analysis framework, including several research works which contribute to build a didactic analysis of teaching based on a reflection carried out in the context of geography teaching. This is being done on the basis of a reference framework that integrates ergonomic principles in teaching work and clinic of activity. The results presented in this paper stem from several research projects. They contribute to an understanding of teaching practices in geography – and more broadly, to their intelligibility.

Key words: Teaching work. Didactics of geography. Primary school. Geography teaching.

Sylvie CONSIDÈRE et Olivia LIÉNART

Collaborative research, what postures? The example of representations of argumentation in Geography in professional high school

Abstract: Collaborative research requires the researcher to adopt a posture of “associate” with the partner whose practice he observes. This type of research postulates that the working object is also a training object and that the action of the researcher influences this object. We present here a collaborative research leaning, firstly, on the collection of teacher’s and student’s representations of argumentation in professional high school. The analysis of this material, restored to the associated teachers, contributes to modify their practices. We saw it in geography, discipline chosen by one of the teachers to deepen reflection taking as subject her own practice, analyzed in collaboration with the research professor. This collaborative work, witch associates research and training is a precious tool likely to build didactic methods witch contribute to the success of the pupils.

Key words: Teaching. Geography. Social and individual representations. Argumentation.

Sylvain GENEVOIS

Geomatics tools and geography learning: what are the emerging issues for educational research perspectives?

Abstract: The impact of digital technologies on learning is a recurring issue that does not only concern the field of geography as a teaching discipline but that deserves to be extended to the methods and to the results achieved in educational research. Geomatics tools that allow a visualization and treatment of a large amount of geographic information begin to be used in geography teaching but still imply a reflection on the teaching approaches that can be implemented within these tools. The aim of this paper is to examine the pedagogical and didactical potential of geomatics tools regarded as spatial cognition tools in the perspective of a new geographic education based on spatial action.

Key words: Geography. Learning. Geomatics tools. Digital uses. Spatial cognition.

Jean-François THÉMINES

Suggestions for a spatial action program: didactics of geography challenged by curricular changes

Abstract: This text provides an analysis of reference frameworks in Geography Didactics. The author lists and categorizes didactics analysis considering curricular changes linked with geographical skills. He then provides a key to understanding these approaches and characterizes the two main structuring trends (Berthelot, 2001): that of the school discipline and that of spatial action. The issue of this confrontation is to establish a didactics research program that would be more competitive than the one that had been established before, based on the school discipline code in order to set up a program, emerging from the spatial action field, that would fall within the broadened scope of educational research.

Key words: Didactics of geography. Spatial action. School discipline. Disciplinary trends. Understanding spatial action.