

**THE CANADA RESEARCH CHAIR
IN EDUCATIVE INTERVENTION
(CRCIE) (level one)
2008-2015**

HOLDER OF THE CRCIE

Yves Lenoir



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BIOGRAPHICAL NOTE

YVES LENOIR, who holds a doctorate in sociology from the Université Paris 7, is a full professor with the Faculty of Education at the University of Sherbrooke and since 2001 has held the position of Canada Research Chair in Educative Intervention. Since 2000 he has chaired the World Association for Educational Research (WAER) / Association mondiale des sciences de l'éducation (AMSE) / Asociación Mundial de Ciencias de la Educación (AMCE), a non-governmental organization which maintains official links with UNESCO.

Yves Lenoir first developed strong expertise in primary and secondary school education, school adjustment, and adult college education. He then worked as a contributor in educational development at the Quebec Ministry of Education and as an educational social sciences advisor at the Montreal Catholic School Commission, all while teaching at the Department of sociology, then Department of Education Sciences at the Université de Québec à Montréal. He came to the University of Sherbrooke in 1988.

Over the course of his university career, Professor Lenoir has held various positions, such as Vice Dean of research and higher education at the Faculty of Education of the University of Sherbrooke, Vice President of both the Canadian Society for the Study of Education (CSSE) / Société canadienne pour l'étude de l'éducation (SCEE) and the Canadian section of the Association francophone internationale de recherche scientifique en éducation (AFIRSE), and Editor-in-Chief and board of directors Secretary-Treasurer of the *Revue des sciences de l'éducation*. He also initiated and contributed to the development of a journal on educational research at the Faculty of Education of the University of Sherbrooke, *Cahiers de la recherche en éducation*, and participated in the foundation of the Association québécoise universitaire en formation des maîtres (AQUFOM), of which he was one of the first two executive directors. Until 2006, he was the director of the Centre de recherche sur l'intervention éducative (CRIE), which he founded in 1991, and from 1997 to 2006 he was a member of the head office of the Centre de recherche interuniversitaire sur la formation et la profession enseignante (CRIFPE), which he helped found in 1997. He is currently a member of the head office of the Centre de recherche sur l'enseignement et l'apprentissage en sciences (CREAS), in which he is jointly responsible for the research component on teaching practices. He is also a member of the Commission de l'enseignement et de la recherche universitaires (CERU) of the Conseil supérieur de l'éducation du Québec for the years 2007 to 2010.

Strongly committed to research at the international level, Professor Lenoir belongs to several international networks of researchers, such as the OPEN (Obser-

vatoire sur les pratiques enseignantes) network in France, the Laboratoire Innovation Formation Éducation (LIFE) in Switzerland, and the Grupo de estudos e pesquisas da interdisciplinaridade (GEPI) in Brazil. He is also a member of the College of Peer Reviewers of the Canada Research Chairs Programme and the Canadian Commission for UNESCO, and represented the University of Sherbrooke for several years at the Canadian Bureau for International Education (CBIE). Additionally, he participates in several scientific journal committees in Canada, Europe, and Latin America. He is regularly invited by different governments, universities, and research centres in Canada, Europe, Africa, and Latin America—where he is, among other things, a member of the Committee on the Doctorate in Education at the University of Monterrey—to deliver lectures, offer training workshops, act as a consultant, participate in panels, and teach or offer workshops and seminars as a guest professor.

In his role as Research Chair—which has been renewed until 2015—and besides his teacher training activities with some twenty students registered in the Master's of Education Sciences and the Doctorate of Education program, Professor Lenoir focuses his research work on the analysis of teaching practices based on the concepts of educational intervention, mediation, and situation. His research on teaching practices in primary education is focused on the tension between instruction and socialization and poses two interrelated questions. On the one hand, his research raises the question of the place of knowledge in teaching processes and of the structuring and articulation of activities offered to students by considering the methods put into practice, including the use of school textbooks, interdisciplinary approaches, and teaching-learning approaches. On the other hand, his research examines the relationships established between students and teachers in the perspective of the process of acknowledgement of the human dimension—both individual and collective—of students as human subjects.

Preoccupied with the consequences of research results on teaching practices, Professor Lenoir has, over more than 30 years, regularly contributed to various milieus of practice and organizations as both a trainer and an educational consultant. He has also established scientific and pedagogical cooperation agreements with several school boards. Moreover, Professor Lenoir has organized – together with other professor members of the CRIE – training workshops, study days, and an annual summer training school for those involved in ongoing teacher development. Among other capacities, he is a consultant for UNICEF, the World Bank, and several Mexican university institutions. He is also currently involved in a study on curricular reforms in Africa (2007-2009) financed by an international Francophone consortium under the direction of the Paris-based Centre international d'études pédagogiques (CIEP).

Professor Lenoir is the author of some twenty books and thematic journal issues, as well as roughly 200 articles and book chapters published in French and various

other languages (English, Arabic, Catalan, Spanish, Portuguese, Slovak, etc.) in North and Latin America, Africa, Europe, and the Middle East. His most recent books are *Didactique professionnelle et didactiques disciplinaires en débat: un enjeu pour la professionnalisation des enseignants*, with Pierre Pastré (Octarès Éditions, 2008); *Savoirs professionnels et curriculum de formation*, with Marie-Hélène Bouillier-Oudot, of the École nationale de formation agronomique à Toulouse (Presses de l'Université Laval, 2006); *La formation à l'enseignement des sciences et des technologies au secondaire dans le contexte des réformes par compétences*, with Abdelkrim Hasni of the University of Sherbrooke and Joël Lebeaume of the École normale supérieure de Cachan (Presses de l'Université du Québec, 2006); and *École et citoyenneté, un défi multicultural*, with Constantin Xypas and Christian Jamet of the Université catholique de l'Ouest à Angers (Éditions Armand Colin, 2006). He is currently preparing eight books for publication, including *Les référentiels de formation à l'enseignement: quels référentiels pour quels curriculums?* with Marc Bru of the Université de Toulouse le Mirail (Éditions universitaires du Sud); *Las prácticas de enseñanza: ¿Cuales son los desafíos a los que nos enfrentamos? ¿Qué sabemos? Perspectivas comparativas entre América del Norte y América del Sur*, with Latin-American colleagues and for publication in Santiago de Chile; and *L'interdisciplinarité à l'école: différentes perspectives nationales*, with Julie Thompson Klein of Wayne State University in Detroit, which focuses on a comparison of interdisciplinary primary and secondary school teaching practices in a dozen countries. Spanish translations of some of these publications are currently in progress in Mexico.

In 2004, Professor Lenoir was honoured for the whole of his work by the Communauté française and the Walloon region of Belgium, and was named in December of the same year a corresponding member of the Academia paulista de educação, São Paulo (Brazil), which is composed of the forty Chairholders of the State of São Paulo. In November of 2006, the Université de Sherbrooke named him one of the leaders of the university community for his commitment and scientific achievements. In September of 2007, he was awarded the Prix de la recherche et de la création 2006 du secteur sciences humaines et sociales, droit et administration from the University of Sherbrooke. On November 8, 2007, the Ambassador of Belgium in Canada, His Excellency Jean Lint, bestowed upon him, in the name of the King of Belgium, the Order of Léopold II and the rank of Commander for the whole of his university work and the scientific cooperation links he has established between Quebec and the Communauté française de Belgique. The Order of Léopold II is the highest civilian distinction and the first order of knighthood in Belgium, both in terms of its significance and its founding date (1832).

SUBJECTS TAUGHT

Foundations of education (undergraduate, graduate, and postgraduate levels)
Research methodology (undergraduate, graduate levels)
Research seminar, “pedagogical intervention” component (undergraduate, graduate levels)
Seminar on teaching practices (undergraduate, graduate levels)
Pedagogical intervention and interdisciplinarity (undergraduate, graduate levels)

SUBJECTS RESEARCHED

Teaching practices and teacher training in primary and secondary school teaching:

- The tension between instruction and socialization;
 - Teaching-learning situations;
 - Applied educational methods: school textbooks, interdisciplinarity, teaching-learning methods;
 - The place and function of teaching knowledge in teaching practice;
 - Curriculum analysis and application in primary education;
 - The place and function of knowledge in teaching practices.
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KEYWORDS

Primary education, curriculum, school missions, educational intervention, relationship with knowledge, teaching-learning process, teaching practices, mediation, situation, instrumental methods, procedural methods, acknowledgement, instruction, socialization.

RESEARCH PROBLEMATIC

The CRCIE’s research program for 2008-2015 is focused on the analysis in context of current and future primary school teachers. It is intended to pursue, sup-

plement, and expand certain aspects of the previous program (2001-2008), and to develop certain aspects, by means of three interrelated themes:

1. The interpretation of curriculum by active workers in the field. This first theme will enable an examination of the aims of school education in the perspective of their application in teaching practices.
2. The analysis of teaching practices in terms of their interactions with students. This second theme will pursue the analysis of teaching practices in line with the first theme and will enable a comparison of the discourse and concrete practices of teachers.
3. The relationship between instruction and socialization. By basing itself on the first two themes, this third theme will address the central problem of the tension between the first two missions bestowed on Quebec schools.

The problematic takes into account the five key socioeducational issues which span over current Quebec school debates and which prompt an examination of the three missions bestowed on schools by the ministère de l'Éducation, du Loisir et du Sport: to provide instruction, to socialize, and to provide qualifications:

1. Perseverance and academic success for the largest possible number of students, which are especially linked to the third mission;
2. Social equity and equal opportunities for success, which are linked to the second mission;
3. Socially useful learning, which is linked to the first and third missions;
4. Teaching effectiveness, which is linked to all three missions;
5. School-community-family relationships, which are linked to all three missions.

The relationships between these five issues and the three missions are examined according to the interrelation between teaching practices, the curriculum, teaching-learning processes, and the views of involved contributors—that is, teachers, students, and families—on teaching practices and the aim of the primary school.

RESEARCH THEMES AND QUESTIONS

It is in the context of these socioeducational issues that the CRCIE addresses the three complementary themes of the mentioned research program. Each of these themes addresses specific questions that come into play in collaborative projects carried out with foreign researchers and with those belonging to the CRIE.

1. The Interpretation of the Curriculum by Those in the Field

This first issue addresses the aims of school education in terms of their application in teaching practices. Four central questions are asked:

- 1.1. Which epistemological position (relationship to knowledge) do teachers adopt in their interpretation of the curriculum? What importance and meaning do they accord to different academic disciplines?
- 1.2. What meanings do teachers accord to tasks shaped by the curriculum? What learning intentions do they draw from its content?
- 1.3. What is the nature of the understanding students have of tasks given to them? What meaning, on the cognitive level, do they accord to the learning activities they perform?
- 1.4. What aims do parents perceive based on the teaching curriculum?

This first theme is in line with previous work on curriculum study (e.g. CRSH 2001-2004, 2004-2007) and enables a definition of the prescribed task and its evolving interpretation by teachers.

Two research projects are linked to this first issue:

- a) A study of teacher conceptions eight to ten years after the implementation of the new curriculum in the perspective of aims, epistemological foundations, and teaching of prescribed knowledge.
- b) A comparative study of these results and those obtained previously from the first years of implementation and from the time of the application of the previous curriculum.

Phillipe Maubant (foundations) and didactic specialists Abdelkrim Hasni (natural sciences), Johanne Lebrun (humanities), Marie-Pier Morin (mathematics), Marie-France Morin (French), and Marilyn Steinbach (English as a second language) are associated with these studies.

2. The Analysis of Teaching Practices in their Interaction with Students

In line with the studies of the first theme, this second theme continues the analysis of teaching practices by means of four questions derived from our research results:

- 2.1 What is the knowledge taught? How is it taught? What importance does it have in teaching-learning activities?
- 2.2 How are teaching-learning activities structured? What paths do teachers take? Which modalities do they adopt?
- 2.3 How are teacher-student interactions ensured in class? What are the objectives of these interactions? What types of social relationships are established?
- 2.4 Directly in relation to 2.3, how do teachers process the cognitive content planned by the curriculum? More specifically, how are interactions regarding prescribed knowledge formed between teachers and students?

This second theme, which is in line with previous and ongoing work (e.g. CRSH 2007-2010), allows for the comparison of teacher discourse (first theme) and actual practice of teachers (second theme).

It will be realized through **a research project** consisting of a five-year longitudinal study on the teaching-learning process, with three teachers from different schools.

The Chair will call on the expertise of didactic specialist colleagues to treat the first two questions of this theme, so as to take into account the specificity of the academic disciplines considered: Abdelkrim Hasni (natural sciences), Johanne Lebrun (humanities), Marie-Pier Morin (mathematics), Marie-France Morin (French), Marilyn Steinbach (English as a second language). France Lacourse (teaching management, study of routines) will be added for the third question.

3. The Relationship between Instruction and Socialization

The third theme poses four questions and, based on the first two themes, deals with the central problem derived from previous work, a problem that characterizes strong tension between the first two missions bestowed on Quebec schools:

- 3.1 What meanings do teachers accord to the concepts of instruction and socialization?
- 3.2 What does the concept of learning mean to teachers? Does it refer to the learning of knowledge, of social behaviour? To what extent are these types of learning manifested in their practices? And according to which priorities?
- 3.3 What types of relationships are established between teachers and students with regard to knowledge?
- 3.4 How do parents conceptualize these two missions, in relation to their own background and socioeconomic status? How much importance do they accord to these missions? How do they understand the teaching function and teaching practices?

This third mission will be realized through **three research projects**:

- a. A study on the significance of what teaching means to teachers.
- b. A study on the objectives and modes of interaction between teachers and students.
- c. A study on the relationships between parents and school education.

Philippe Maubant (foundations), Annick Lenoir-Achdjian (relationships between schools and immigrated families), and Marilyn Steinbach (intercultural education) are especially associated with this work.

To this team are added, through already well-established international exchanges, members of European and Latin American research groups.

SOCIAL AND SCIENTIFIC RELEVANCE OF THE CRCIE

The relationships between the five socioeducational issues previously mentioned and the three missions are examined from the standpoint of the interrelations between teaching practices, the curriculum, teaching-learning processes, and the views that considered contributors—teachers, students, and families—have on the aims of primary school and teaching practices.

The work of the Chair may call into question various dominant conceptions related to these issues, enable the restructuring of pedagogical measures according to teaching practices, and offer a new method for analyzing these practices.

CURRENT RESEARCH ACTIVITIES

Participation in current research as primary researcher

Title:	<i>Canada Research Chair in Pedagogical Intervention</i>
Organization:	Canada Research Chairs Program
Organization:	Faculty of Education and the University of Sherbrooke
Time span:	2008-2015
Holder:	Yves Lenoir
Researchers:	Abdelkrim Hasni, France Lacourse, Johanne Lebrun, Annick Lenoir-Achdjian, Philippe Maubant, Marie-France Morin, Marie-Pier Morin, Marilyn Steinbach

Title:	<i>A system for distance recording and analysis of teaching practices</i>
Organization:	Canada Foundation for Innovation (CFI), Government of Québec, and the University of Sherbrooke
Time span:	2008-2010
Holder:	Yves Lenoir

Researchers: Abdelkrim Hasni, France Lacourse, Johanne Lebrun, Annick Lenoir-Achdjian, Philippe Maubant, Marie-France Morin, Marie-Pier Morin, Marilyn Steinbach

Title: *What has become of knowledge? Analysis of teaching practices at the primary level*

Organization: Social Sciences and Humanities Research Council of Canada (SSHRC), programme de recherche ordinaire, n° 410-2007-1909

Time Span: 2007-2011

Primary Researcher: Yves Lenoir

Researchers: Abdelkrim Hasni, France Lacourse, Johanne Lebrun, Annick Lenoir-Achdjian, Philippe Maubant, Marilyn Steinbach

Participation in current research as co-researcher

Title: *L'étude des pratiques éducatives en contexte scolaire*

Organization: Fonds québécois de la recherche sur la société et la culture (FQRSC), programme de subvention des équipes, n° à venir

Time Span: 2009-2013

Primary Researcher: Philippe Maubant

Co-researchers: Julie Desjardins, Colette Deaudelin, Olivier Dezutter, France Lacourse, Johanne Lebrun, Annick Lenoir-Achdjian, Yves Lenoir, Marie-France Morin, Marilyn Steinbach, Lynn Thomas

Associate researchers: Isabelle Carignan, Louis-Charles Lavoie, Alain Savoie

Title: *Foundations of the knowledge mobilized in teaching practices of Quebec primary school teachers*

Organization: Social Sciences and Humanities Research Council of Canada (SSHRC), Programme des subventions ordinaires de recherche n° 410-2006-2008

Time Span: 2006-2009

Primary Researcher: Philippe Maubant

Co-researchers: France Lacourse, Johanne Lebrun, Yves Lenoir

Title: *The development of competencies in teaching sciences, technologies, and mathematics among those teaching secondary school cycle one*

Organization: Natural Sciences and Engineering Research Council of Canada (NSERC), Centres for Research in Youth, Sci-

ence Teaching and Learning Pilot Program, n° 319745-2005

Time Span: 2005-2010

Primary Researcher: Abdelkrim Hasni

Co-researchers: Colette Ansseau, Yves Bouchard, Marc Boutet, Noël Boutin, Jean-Marc Drouet, Nancy Dumais, Jean-Claude Kalubi, Corneille Kazadi, Jean Lapointe, François Larose, Johanne Lebrun, Dominique Lefebvre, Yves Lenoir, Patricia Marchand, Bernard Marcos, Claudine Mary, André Mayers, Christine Moresoli (U. of Waterloo), Marie-Pier Morin, Donatille Mujawamariya (U. d'Ottawa), Patrice Potvin (UQAM), Claudine Rancourt, Martin Riopel (UQAM), Ghislain Samsou (UQTR), Lucie Sauvé (UQAM), Annie Savard (U. McGill), Hassane Squalli, Louis Taillefer, Laurent Theis

RECENT PUBLICATIONS

Books (selection)

- Lenoir, Y. et Pastré, P. (dir.). (2008). *Didactique professionnelle et didactiques disciplinaires en débat: un enjeu pour la professionnalisation des enseignants*. Toulouse: Octarès Éditions.
- Hasni, A., Lenoir, Y. et Lebeaume, J. (dir.) (2006). *La formation à l'enseignement des sciences et des technologies au secondaire dans le contexte des réformes par compétences*. Québec: Presses de l'Université Laval.
- Lenoir, Y. et Bouillier-Oudot, M.-H. (dir.). (2006). *Savoirs professionnels et curriculum de formation*. Québec: Presses de l'Université Laval.
- Lenoir, Y., Xypas, C. et Jamet, C. (dir.). (2006). *École et citoyenneté, un défi multiculturel*. Paris: Armand Colin.
- Lenoir, Y. (dir.). (2005). Les pratiques enseignantes: analyse des pratiques empiriques. *Les Dossiers des sciences de l'éducation*, 14, 3-112. Numéro thématique.
- Lenoir, Y., Larose, F. et Lessard, C. (dir.). (2005). *Le curriculum de l'enseignement primaire: regards critiques sur ses fondements et ses lignes directrices*. Sherbrooke: Éditions du CRP.
- Vanhulle, S. et Lenoir, Y. (2005). *L'état de la recherche au Québec sur la formation à l'enseignement. Vers de nouvelles perspectives en recherche*. Sherbrooke: Éditions du CRP.
- Sachot, M. et Lenoir, Y. (dir.). (2004). *Les enseignants du primaire entre disciplinarité et interdisciplinarité: quelle formation didactique?* Québec: Presses de l'Université Laval.

Articles (selection)

- Lenoir, Y. (2008). Paulo Freire: une pédagogie de la conscientisation, critique et émancipatoire. *Revue française d'éducation comparée Raisons, Comparaisons, Educations*, 3, 207-234.
- Lenoir, Y., Hasni, A. et Larose, F. (2007). La interdisciplinariedad y la formación de los profesores: análisis de resultados de dos investigaciones. *Pensamiento educativo*, 41(2), 255-276.
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- Lenoir, Y. (2006). Du curriculum formel au curriculum enseigné: comment des enseignants québécois du primaire comprennent et mettent en oeuvre le nouveau curriculum de l'enseignement primaire. *Raisons éducatives*, 11, 119-141.
- Lenoir, Y. (2006). Practices of disciplinary and interdisciplinarity in Quebec primary schools: Results of twenty years of research. *Journal of Social Science Education*, 5(2), 19-36.
- Lenoir, Y. (2006). Persquisar et formar: repensar o lugar e a função da prática de ensino? *Educação e pesquisa*, 27, 1299-1325.
- Lenoir, Y., Kalubi, J.-C. et Lenoir-Achdjian, A. (2006). La communauté d'apprentissage: ambiguïtés et enjeux de la notion en Amérique du Nord. *L'éducation en débats: analyse comparée*, 4, 11-45.
- Lenoir, Y. (2005). Le "Rapport Parent" ou le début de l'ancrage de l'école québécoise dans la logique anglophone nord-américaine. *Canadian Journal of Education / Revue canadienne de l'éducation*, 28(4), 638-668.
- Lenoir, Y. (2005). Três interpretações da perspectiva interdisciplinar em educação em função de três tradições culturais distintas. *Revista e-curriculum*, 1(1), 24 p. (document accessible à l'adresse <<http://www.pucsp.br/ecurriculum>>).
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- Maubant, P., Lenoir, Y., Routhier, S., Oliveira, A., Lisée, V. et Hassani, N. (2005). L'analyse des pratiques d'enseignement: le recours à la vidéoscopie. *Les Dossiers des sciences de l'éducation*, 14, 61-75.
- Lebrun, J., Lenoir, Y. et Desjardins, J. (2004). Le manuel scolaire «réformé» ou l'illusion du changement: analyse de l'évolution des critères d'évaluation des manuels scolaires de l'enseignement primaire entre 1979 et 2001. *Revue des sciences de l'éducation*, XXX(3), 509-533.
- Lenoir, Y. (2004). L'enseignant expert: regard critique sur une notion non dépourvue d'intérêt pour la recherche sur les pratiques enseignantes. *Recherche et formation*, 47, 9-23.
- Lenoir, Y. (2004). La interdisciplinaridad en la escuela: ¿Un fantasma, una realidad, una utopia? *Revista Praxis*, 5, 85-101.
- Lenoir, Y. (2004). ¿Cómo las posturas ideológicas, epistemológicas y axiológicas contribuyen a orientar la educación en Francia y en los Estados Unidos? *Revista Pensamiento Educativo*, 35, 17-48.

- Lenoir, Y. et Hasni, A. (2004). La interdisciplinaridad: por un matrimonio abierto de la razón, de la mano y del corazón. *Revista iberoamericana de educación*, 35, 167-185.
- Lebrun, J., Lenoir, Y., Laforest, M., Larose, F., Roy, G.-R. et Spallanzani, C. (2002). Past and current trends in the analysis of textbooks in the Quebec context. *Curriculum Inquiry*, 32(1), 51-83.
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Contributions to collective works (selection)

- Habboub, E., Lenoir, Y. et Tardif, M. (2008). La didactique professionnelle et la didactique des savoirs professionnels dans la documentation scientifique: un essai de synthèse des travaux francophones. In Y. Lenoir et P. Pastré (dir.), *Didactique professionnelle et didactiques disciplinaires en débat: un enjeu pour la professionnalisation des enseignants* (p. 19-51). Toulouse: Octarès.
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SCIENTIFIC COLLABORATION

The CRCIE establishes scientific cooperation activities at the local, national, and international levels.

At the local level

The CRCIE is closely associated with the research and training activities of the CRIE (founded in 1991 by the holder of the CRCIE), to its twenty or so professor-members, and more specifically to the previously mentioned professors, as well as to the activities of CREAS-Sherbrooke.

Together with the CRIE, the CRCIE has enabled the signature of scientific and pedagogical cooperation agreements with several Quebec school boards in view of establishing partnerships concerning research on teaching practices. Several research studies associated with the CRCIE are currently led in partnership with contributors (educational advisers, teachers) in the field of education.

At the national level

In 2004, the CRCIE directly and extensively participated in the presentation of a detailed proposal for the creation of a Centre for research on science teaching and learning at the University of Sherbrooke with the Conseil de recherche en sciences naturelles et en génie du Canada (CRSNG): “The development of teaching competencies in science, technology, and mathematics among teachers of the first year of secondary school.” The CRSNG retained the proposal submitted by CREAS-Sherbrooke, which in 2005 became one of the five research centres on science teaching and learning in Canada. The holder of the CRCIE ensures the shared responsibility of the first axe of research (*The competencies of teachers teaching STM*) of this centre, directed by Professor Abdelkrim Hasni.

At the international level

The CRCIE has helped to reinforce networking at the international level between several recognized research centres:

- In Germany:
 - The Interdisciplinary Centre for Historical Anthropology, under the direction of Professor Christoph Wulf, Freie Universität Berlin;
- In France:
 - The Groupe pratiques enseignantes (GPE) under the direction of Professor Marc Bru, Université de Toulouse II le-Mirail (with Joël Clanet and Laurent Talbot), Centre de recherche en éducation, formation, insertion (CREFI), under the direction of Professor Anne Jorro, Université de Toulouse II le-Mirail.
 - L’unité de recherche Didactique des savoirs scientifiques, professionnels et sociaux émergents, under the direction of Professor Jean-François Marcel, École nationale de formation agronomique (ENFA), Toulouse (with Marie-Hélène Bouillier-Oudot and Bernard Fraysse).
 - The OPEN (Observatoire des pratiques enseignantes) network which brings together numerous concerned Francophone researchers, under the direction of Professor Marguerite Altet, Université de Nantes.
 - The UMR ENS Cachan – INRP STEF (Sciences-Techniques-Éducation-Formation) (EA 1387) of the École normale supérieure de Cachan, under the direction of Professor Joël Lebeaume (with Jean-Louis Martinand).
 - The Centre de recherche en éducation de Nantes (CREN), under the direction of Professor Marguerite Altet, Université de Nantes (with Frédéric Tupin).
 - The Laboratoire de modélisation de la relation pédagogique et de la composante “Didactique de la biologie” de l’Équipe d’accueil n° 730 “Étude et recherche sur l’enseignement scientifique” (ERES), under the direction of Professor Daniel Favre, Université de Montpellier II.
- In Belgium:
 - The Service des sciences de l’éducation de la Faculté des sciences psychologiques et de l’éducation at the Université libre de Bruxelles, under the direction of Professor Bernard Rey (with Vincent Carrette).

- In Switzerland:
 - The Groupe de recherche Didactique des langues et formation des enseignants: analyse du français enseigné (GRAFE), under the direction of Professor Bernard Schneuwly, Faculté de psychologie et des sciences de l'éducation, Université de Genève.
 - The Groupe de recherche Théories, actions, langages et savoirs (en formation à l'enseignement) (TALES) under the direction of Professor Sabine Vanhulle, Faculté de psychologie et des sciences de l'éducation, Université de Genève.
 - The Groupe de recherche Développement, apprentissage et intervention en situations scolaires, under the direction of Professor Marcel Crahay, Faculté de psychologie et des sciences de l'éducation, Université de Genève.
 - The Laboratoire Innovation-Formation-Éducation (LIFE), under the direction of Professor Philippe Perrenoud, Faculté de psychologie et des sciences de l'éducation, Université de Genève.
- In Mexico:
 - The Centro interdisciplinario de estudios sobre calidad de la educación y superación de la pobreza, under the direction of Professor Victor Aurelio Zuñiga González, Universidad de Monterrey (UDM) (with Ximena Barrientos Parra);
 - The Instituto de Investigación, Innovación y Estudios para la Educación (IIIEPE), under the direction of Professor Lionel Zúñiga;
- In Brazil:
 - The Centro interdisciplinario de estudios sobre calidad de la educación y superación de la pobreza, under the direction of Professor Victor Aurelio Zuñiga González, Universidad de Monterrey (UDM) (with Ximena Barrientos Parra);
 - The Fórum paulista de pós-graduação em educação (FPPGE), under the direction of Ivani Catarina Arantes Fazenda, Pontifícia Universidade Católica, São Paulo.

The CRCIE has also forged scientific cooperation links with various researchers, including:

- Professors Sergio Arzola Medina, Carmen Collarte, and Ruby Vizcarra, Facultad de Educación, Pontificia Universidad Católica, Santiago de Chile;
- Professor Gilles Baillat, Director of the IUFM de Reims;
- Professor Domingo Castillo Moncada, Director of the Escuela de ciencias de la educación, Monterrey;
- Professor Cristina d'Ávila, Grupo de trabalho "Sociologia e políticas da educação", Universidade estadual da Bahia (UNEB) in Salvador;
- Professor Reinaldo Matias Fleuri, Director of the Nucleo Mover, recorded at Diretório de Grupos de Pesquisa do Conselho Nacional de Desenvolvimento Científico e Tecnológico (CNPQ) under the title "Éducation Interculturelle et

- Mouvements Sociaux”, Centro de Ciências da Educação, Universidade Federal de Santa Catarina, Florianópolis;
- Professor Rodrigo Fuentealba, Director of the Departamento de Educación, Universidad Católica Silva Henríquez, Santiago de Chile;
 - Professor Julie Thompson Klein, Professor of Humanities, Wayne State University, Ypsilanti, Detroit, Michigan;
 - Professor Carlos Miñana Blasco, Universidad Nacional de Colombia, Bogotá de Santa Fé, Colombia;
 - Professor Manuel G. Muñoz García, Professor of Psychology at the Universidad Autónoma de Nuevo León (UANL), Monterrey;
 - Professor Arturo Ornelas Lizardi, Universidad Fray Luca Paccioli (UFLP), Cuernavaca;
 - Professor Pierre Pastré, Conseil national des arts et métiers (CNAM), Paris;
 - Professor Emilio Tenti Fanfani, CONICET, Professor of Sociology at the Facultad de Ciencias Sociales, Universidad de Buenos Aires et IPE/Unesco;
 - Professor Constantin Xypas, Laboratoire de recherche en éducation et formation (LAREF), Université catholique de l’Ouest à Angers.

Several joint initiatives have been and continue to be carried out with these centres and researchers, as well as with other Quebec, Canadian, and foreign researchers. These include research studies, study days, publications, seminars, and multiple and reciprocal guest professor lecture invitations, etc.

The holder of the CRCIE especially benefits from an international network on the issue of school interdisciplinarity participated in by North American, Latin American, and European researchers, as well as from another international network on the study of teaching practices that includes Francophone European and Latin American research centres and researchers.

Each year, the CRCIE, together with the CRIE, organizes one or two international study days (*Journées internationales d’études*, or JIE), which bring together ten or so highly specialized researchers from various countries. These study days have treated such issues as:

- In 2003-2004, *The issue of the referential in teacher training: Which reference or references? According to what conceptualization? For what type of curriculum? and Between general didactics and disciplinary didactics in teacher training: what are the cross-disciplinary links? What are the possibilities for an integrative approach? and Presentation of subjects, problematics, conceptual frameworks, and research methodologies.*
- In 2004-2005, *Approaches to analysis of direct observation of teaching practices.*
- In 2005-2006, “Shadow zones in the analysis of teaching practice.”

- In 2006-2007, *The methods of analysis of teaching practices: Which conceptual framework should be used?** and *Las prácticas de enseñanza: ¿Cuales son los desafíos a los que nos enfrentamos? ¿Qué sabemos? Perspectivas comparativas entre América del Norte y América del Sur.*
- In 2007-2008, *Approaches in the analysis of teaching practices.*

The CRCIE also finances a yearly two to three month trip to the research centre for a research professor who is invited to collaborate with the holder of the CRCIE and to participate in work on studies of teaching practices led by the CRCIE and CRIE:

- In 2002-2003, Professor Yves Cartonnet of the École normale supérieure de Cachan;
- In 2003-2004, Professor Marc Bru of the Université de Toulouse II le-Mirail;
- In 2004-2005, Professor Reinaldo Fleuri of the Universidade federal de Florianópolis and, together with the CRIE, Professor Philippe Maubant of the Université de Rouen;
- In 2005-2006, Professor Bernard Rey of the Université libre de Bruxelles;
- In 2006-2007: Professor Marie-Hélène Bouillier-Oudot, of the École nationale de formation agronomique (ENFA) at Toulouse;
- In 2007-2008: Professor Marguerite Altet, of the Université de Nantes.

In addition, the CRCIE, together with the CRIE, has signed an agreement protocol with the Centre d'élaboration des moyens d'enseignement du Québec international inc. (CEMEQ) in view of jointly submitting proposals concerning training contracts at the international level to large financial institutions such as the World Bank.

RESEARCH TRAINING ACTIVITIES

Four broad principles guide the Chair's research training activities:

- a) Integrating students into group work as participants in their own right;
- b) Training students according to the norms and intellectual, professional, and ethical demands of individual and especially collective scientific research;
- c) Introducing students to productive intellectual research networks and putting them into direct contact with the demands related to intellectual production, notably by writing, contributing to scientific journals, and participating in scientific events;

- d) Instilling in students the importance of engaging in an ongoing self-guiding process based on the application of a curious, reflective, rigorous, and critical mindset, as well as on the development of conceptual frameworks and well-structured methodological approaches.

The CRCIE considers research to be not only a process of producing new knowledge, but also of formation of participants.

The CRCIE finances assistantship activities related to its research and acts as a mainspring for student recruitment, particularly for students from abroad.

Each year, the CRCIE enables direct financial aid (from its own budgets) amounting to \$35,000 and indirect financial aid (from the Faculty of Education) amounting to \$15,000 for students pursuing graduate and postgraduate studies on CRCIE themes supervised or co-supervised by its holder.

The Éditions du CRP annual Yves Lenoir Prize, which consists of a scholarship financed by book sale profits unclaimed by the author, was created in 2001. The annual Biblairie GGC – Canada Research Chair in Educative Intervention Prize was established in 2009 and awards books to recipients pursuing graduate studies who demonstrate excellence in research work on teaching practices.

Each year, the CRCIE, together with the CRIE, organizes scientific training activities including lectures, seminars, a reading club, a study day, *ad hoc* training workshops (on epistemological questions, qualitative and quantitative methods, writing scientific articles, grant proposals, etc.), and more.

The CRCIE and CRIE organize an annual cycle of lectures in which a dozen or so Quebec, Canadian, and foreign researchers participate.

In order to support research projects on educational intervention, the CRCIE offers a yearly postdoctoral bursary of \$31,500 to an intern seeking advancement in research related to CRCIE themes:

- In 2002-2003, Sabine Vanhulle, Doctorate in Educational Sciences from the Université de Liège, currently Professor at the Université de Genève;
- In 2003-2004 and 2004-2005, Nadera Hassani, currently Professor at the Université d'Oujda;
- In 2005-2006 and 2006-2007, Abdelkarim Zaid, Doctorate from the École normale supérieure de Cachan in Educational Sciences, currently Senior Lecturer at the IUFM Nord-Pas de Calais in Lille;
- In 2007-2008, Béatrice Pudelko, Doctorate in Cognitive Psychology at the Université de Paris VIII.



SUPERVISED (S) AND CO-SUPERVISED (C) STUDENTS, 2008-2009

Postdoctoral Intern

	None in 2008-2009 (transitional year)
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Doctoral students

Araújo-Oliveira, Anderson	S	Characteristics of humanities teaching practices of future primary school teachers in the context of initial teacher training in Quebec
Chouinard, Isabelle	S	Designing the didactics of the relationship in service professions. The case of social work.
Ciza, Ézéchiél	S	Recognition processes in classroom relationships between teachers and students
Detroz, Pascal	C	The investigative questionnaire as a qualitative evaluation tool in higher education
Esquivel Roca, Maria del Rocio	S	Educational policies and the initial teacher training curriculum: Representations of beginning primary school teachers in Chili
Gazaille, Mariane	S	Pedagogico-didactic practices in the teaching of English as a second language at the college level
Habboub, El Mostafa	S	Potential contributions of professional didactics in initial teacher training. The case of the sciences in secondary school.
McConnell, Anne Catherine	S	The interdisciplinary approach in teaching practices: Discourse of Quebec women teachers recognized in their milieus for adopting this approach
Morales Gómez, Maria Alejandra	S	An analysis of effective native-language teaching practices in disadvantaged areas of Santiago du Chili
Moreau, Daniel	C	Conceptual knowledge of history teachers concerning teaching historical thought in fourth year of secondary school in Quebec: a descriptive research work
Mutimbutimbu, Dovat Batotele	S	Math-science interdisciplinarity (details forthcoming)
Roger, Lucie	C	Identification and characterization of professional learning situations

Graduate Students

Héту, Michaël	S	Representations of future teachers concerning French disciplinary knowledge in the secondary school curriculum
Lemay, Alexandre	C	Representations of cycle one (first year of secondary school) teachers concerning interdisciplinarity and its implementation
Paré, Matthieu	S	Teaching practices in alternative schools (details forthcoming)
Routhier, Sylvie	S	Analysis of the cultural dimension in French language textbooks used in the context of Quebec primary school educational reform

COMMUNICATION AND TRANSFER

Together with the CRIE, the CRCIE publishes twice each year a newsletter (*L'intervention éducative*) that reaches nearly a thousand readers in Quebec, Canada, and all over the world by way of private and public organizations, research centres, researchers, educational field workers, etc. The newsletter's primary goal is to make known the research activities of the CRCIE and CRIE as well as their various scientific collaborative activities.

The CRCIE organizes and participates in various conferences, colloquiums, symposia, seminars, and study days, in Canada and beyond. Its holder is also invited to give lectures, hold seminars, act as a consultant, and provide professional development all over the world, especially as a guest professor.

The CRCIE also communicates research results by hosting professional development days for members of the school system, providing workshops to school boards, and presenting workshops at professional conferences, including the Association québécoise des enseignantes et enseignants du primaire (AQEP), Association québécoise des professeurs de français (AQPF), and Association québécoise d'information scolaire et professionnelle (AQISEP).

The holder of the CRCIE is the author of twenty or so books and thematic journal issues, as well some 200 articles and book chapters published in French and other languages (English, Arabic, Catalan, Spanish, Portuguese, Slovak, etc.) in North and Latin America, Africa, Europe, and the Middle East.

PHYSICAL RESOURCES

By way of a subsidy from the Canadian Innovation Foundation, the CRCIE financed in 2001 the expansion and development of new office space (secretariat, resource centre, conference room, rooms for student members, specialized rooms, etc.) where the CRIE and CRCIE were established in 2003. It also financed all of the research equipment available at the CRIE: complete computer network hardware and various equipment required for data collecting and analysis, as well as for the presentation of results. During the Chair's renewal, he also obtained from the Fonds des leaders de la Fondation canadienne pour l'innovation a significant grant in view of establishing in schools a distance recording system for capturing teaching practices, among other things. This system is enhanced by modern video recording equipment for data collecting and treatment.

HUMAN RESOURCES

This year (2008-2009), the CRCIE includes:

- An Executive Secretary, Denise Lauzon;
- Sixteen graduate or postgraduate students (see above list for research topics).

The holder of the CRCIE is also closely associated with several research professors belonging to the CRIE (see list).

DURATION OF THE RESEARCH CHAIR

From November 1, 2008 until October 30, 2015.

ADDRESS

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