

• *Relations between researchers and practitioners during data collection*

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This paper is based on a doctoral thesis in Educational Sciences that is being prepared at the University of Rouen under the direction of Jean-Luc Rinaudo and that focuses on teaching practices on social networks (Facebook, Twitter, ...). The objective of this doctoral thesis is to decipher, give meaning and understand what underlies the teaching practices as relates to teachers' professional use of social networks. The initial portion of the study entails passive and non-intervening observations of the Facebook pages of secondary school teachers in Europe set up on their own initiative in an educational setting. To this end, data was collected manually from their Facebook pages over a period from 1st September 2010 to 31st March 2011. The aim was to understand the professional use and practices developed by these teachers (users). This work was presented at the EPAL colloquium in Grenoble in June 2011. Secondly, non-directive interviews were conducted in English or in French with secondary school teachers from various disciplines across Europe. Some of these teachers had been identified on websites related to information and education websites that mentioned their use of social networks with their students. Other teachers were contacted on social networks Facebook and Twitter or through third parties. The interviews were precisely transcribed, «noting the pauses, laughter, sighs, voice variations, as well as onomatopoeia and repetition or truncated speech, which can indeed make the transcriptions difficult to read, but which render, to the greatest extent possible, the dialogue and, as accurately as possible, the exchange that took place between the two people and in particular the teacher interviewed.» (Rinaudo, 2002) This paper attempts to highlight the relations developed between a young researcher and practitioners, observed or interviewed. The intention is to reflect what these teachers exhibit or make visible to the researcher during the first or the subsequent contacts, before, throughout or after the observation or the interview. This study will show the complexity of obtaining permission for observations, which, while is not specific to this research and can be identifiable in numerous other cases, is magnified by the fact that the observation takes place in the cyberspace. Moreover, on the social network Facebook, simple permission is not enough to observe the pages that are protected or "locked". One must be accepted as a "friend" to have access to those pages. In spite of these permissions, this study identifies the escapist strategies of a few teachers. Certain teachers take advantage of the interview to express their grievances vis-à-vis their personal and professional environment. Positioning the researchers as the spokesperson for their complaints, some teachers' comments indicate a need for recognition of their work given that the majority of them are extremely curious about the teaching practices of other teachers observed or interviewed or the results obtained during the study. Nevertheless, with the help of the research of Serge Tisseron (2001, 2011), this study will explore how the construction of the professional extimacy (extimité) nourished by the professional intimacy (intimité) participate together in the construction of the professional self.

• *INternational Consortium for REsearchers And Specialists in Education and Evaluation (INCREASE²) : fondements et perspectives*

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En juin 2010, lors du XV^e congrès de l'Association Mondiale des Sciences de l'Éducation (AMSE) à Monterrey, plusieurs acteurs issus du monde de l'éducation et de la formation ont formulé le souhait de participer à la création de l'INternational Consortium for REsearchers And Specialists in Education and Evaluation (INCREASE²). Un an plus tard, le comité de suivi d'INCREASE² se réunissait officiellement pour la première fois à Lausanne pour l'élaboration de sa charte de fonctionnement et le lancement de projets. L'originalité d'INCREASE² comprend trois axes. Sur le premier axe, il s'agit de jeter les ponts d'actions de collaborations actives entre les chercheurs en sciences de l'éducation d'une part et les experts de terrain du monde de la formation d'autre part. Sur un deuxième axe, l'idée est de rapprocher le monde des entreprises privées avec le secteur des institutions publiques intéressées par les questions de gestion et de formation des ressources humaines. Enfin, le troisième axe, permet de faire les liens entre les problématiques de la formation et celles de l'évaluation. La sphère d'action d'INCREASE² se situe ainsi à l'intersection de ces trois axes en vue de promouvoir des collaborations débouchant sur des actions concrètes, pragmatiques et utiles pour tous. Dans cette perspective, INCREASE² fournit une coupole pour différents projets collaboratifs. L'idée sous-jacente consiste à garantir un partage et une large diffusion des résultats en excluant toute forme de monopole ou d'appropriation exclusive. Afin de favoriser les échanges entre membres, INCREASE² développe un site web collaboratif www.increase2.org en vue de faciliter le développement des projets ainsi que le partage des résultats. Dans cette optique, les résultats des projets élaborés dans le cadre du consortium seront versés dans le domaine public via des licences de type GPL, Creative commons et autres garantissant la diffusion libre. Ainsi, une idée de projet soumise par un des membres du consortium au travers du site web se verra analysée par le Comité de suivi (comité regroupant des acteurs issus tant du monde académique, que du monde des entreprises ou des administrations). Si l'idée est retenue, elle devient un projet INCREASE² avec appel à participation au travers d'une information diffusée aux membres via le site web et/ou par l'intermédiaire d'une newsletter. Les membres intéressés par la proposition mettent en place un partenariat, constituent un groupe de projet, désignent un ou plusieurs leaders et unissent leurs forces pour trouver des sources de financement. L'état d'avancement et les résul

tats (publications, développements, méthodes, etc.) des projets feront l'objet de communications lors d'une conférence INCREASE² sur base annuelle. Ces deux dernières années, lors de différents événements internationaux (AMSE, DISPA, ARADO) ou lors de rencontres (BIE, OCDE), nous avons eu l'occasion de présenter ce consortium. INCREASE² a régulièrement suscité l'intérêt des acteurs du monde de la formation, qu'ils soient issus du terrain ou de la recherche. Renforcés dans l'idée qu'INCREASE² répond à une attente de ces acteurs, nous entrons dans une deuxième phase visant à développer les échanges. Dans le cadre de cette communication après une introduction sur les origines d'INCREASE² et ses principes de fonctionnement, nous exposerons l'outil de collaboration en ligne et les premiers projets qui s'y déploient.

• *Research in education and the emergency of dialogues between society and researchers*

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The text proposes an approach between academic researchers and the local realities studied, so that the research in education can reflect those realities. Interdisciplinary, systemic thinking, complexity, transdisciplinarity, and multiculturalism, are themes that base the reflection and the proposal of a broadened look into the research in education. The diversity of the researcher's look will enable their involvement in a perspective of complexity in terms proposed by Morin. Thinking about social reality, in a broader sense, Morin (2003) defines complexity as the fusion between the units and the multiplicity. What was sewn together, as inseparable elements, constitutive of the whole and in an interdependent tissue. Grasp the social reality, promoting a learning that goes beyond the fragmentation of knowledge – originated from the Cartesian model/mechanicist that resulted in the formation of different disciplines, disconnected from one another. Besides that, the scientific and humanist cultures got compartmentalized, like dimensions of knowledge that don't dialog. On one side, science stood with its methods and arrogance. On the other, philosophy, arts, common daily knowledge, mythological knowledge, that were rejected like lower modalities of learning. Learning must be worked in Education in a hologramatic way, which implies an interpenetration of knowledge considered isolated until then. The basis of this view is a proposal of transdisciplinarity, as the engine of this knowledge that interrelates, questions and sees the multi-dimensions of the phenomena. Considering the complexity of today's world, we propose that research in education, relevant to the development of society, as a support to the economic and social development, and, when investigating its objects of study, it should take into account the local cultures, understanding these realities in a transdisciplinary and systemic way, promoting exchange between them. A greater interaction among academic researchers in education and the community as enabler of a partnership that makes it easier to comprehend the local realities. These realities, in constant change, bring with them randomness and uncertainty. It cannot be reduced to simplistic explanations or closed ideas. On the contrary, they must be open and flexible, able of involving a multidimensionality of the problems. How to better apprehend reality? We propose an open way of talking, listening and creating new realities. In addition to the analysis, diagnosis and data collection, feel and witness the system. Pay attention to the visible and invisible. Listen with empathy and without judgment. "Listen to life to be able to transmit it. If we read too much we end up talking about what everybody already knows. It's necessary to give new things, there are millions of new things to give. It's to discover them", according to Guimarães Rosa (1967). Listen to people with empathy and without judgment, respecting their cultures, languages and customs, because they will only take part in changes if they are invited to shape them, says Shobni Tawi (2011), specialist in education at Unesco in Magreb.