

Dynamic of an accompaniment by the turning between complexity, strategies and cognition.

Extracts of the experiment made in a 'Zep' college (first priority educational zone) to counter school violence in specialised 'Segpa' classes (professional adapted training).

The author of the experiment starts by identifying three sources of school violence:

- Social context and understanding problems of local cultural and social reference marks;
- School framework generating problems of human and social recognition;
- Individual problems of affect and reference mark comprehension.

After definition of social reference marks, pedagogic affect and recognition, the experimenter uses three teaching means: Data-processing workshops, portfolio and "complex" accompaniment.

The workshops make-up by data processing brings social reference marks within the matter (Practical Work). The teacher actions are between 'schoolmistress' and 'grandmother' for affect, meaning and social recognition. The portfolio is a regulation space as well as personal and official recognition.

This system of synchronic, omnipresent means in each course, mobilizes the spirit of pupil to treat on a hierarchical basis its own stages of training, according to its rhythm of understanding.

This strategic pedagogy start with "the incomparable richness by the turning (B. Donnadiou, 2005, p.3)" and is based on some theories resulting from the social sciences:

- Adapted pedagogy on natural complexity of situations (Giordan, Morin);
- Differentiated standards and rhythms (Freinet, Perrenoud);
- Use of the practical intelligences (Dejours);
- Occasions of recognition and socialization (Julien, Ricœur, Joule and Beauvois)...

Course of the experiment between theories and practices:

- The "Practical Work" in data-processing workshop aims to the deconstruction/rebuilding of social reference marks. The computer allow a virtual Freinet workshop: the software is production equipment and the productions are "social objects", numerical "PW" projects. These social objects chosen by the pedagogue (talks, planning...) come from the world of

adults that offers general and consensual rules in organization and compliance' reference marks. They progressively form a social image in the spirit of the pupil which has a practical and logical meaning. These reference marks stop some negative or false ideas concerning the uselessness of the theoretical courses (orthography for the mails).

- The portfolio encourages the motivation and supports memorizing. Its file proof' develops the aesthetic direction which lead to the social way of recognition. It is a space of self evaluation memorizing, access at the following stages. It allows 'engagement' according to Joules and Beauvois, and 'recognition' according to P. Ricœur.
- The "complex" guide maintains the mobilization. This teacher acknowledges the provided effort with affect and recognition of it. According to the degree of mobilization of the pupil (perceptive, emotional, biological timetable...). Initially, he does not give, he asks. This position gives back the capacity of the pupil to mobilize what he learned. He enters in its 'role plays' of pupil.

Example of a "reference mark" workshop based on social representations of the space time:

Pupils discover weekly and planning forms in the social resources which surround them: diaries, school reports, Internet. In data-processing workshop, they format weekly and planning using Excel software. They insert social and personal data and structure their management of time by using logical reference marks of colours and framings. They expose these productions on the wall of the class, on the Intranet website and classify them in their portfolio to be 'recognized' by themselves, the professor, their pars, and parents (they bring back home one printed copy).

The use of data processing is a "foot in the educational door" (Joules and Beauvois, 2001, p.49) so that the pupil opens on social matter, makes its "purchases" and thus adapts reference marks which missed before or was rejected. This consumerist sight of the pupil, if it is not 'politically correct' is nevertheless adapted to the current cognitive phenomenon. The pedagogue is unaware of what misses exactly or what the pupil refuses to take. He thus offers a kaleidoscope of social reference marks in a systemic, rhythmic and varied way that pupil scan seizes through the data- packaging. He makes the bet that the pupil will observe these reference marks in a "digestive" way (Sevson, 2006, p. 127) or in a differed way ('recall' according to Wallon, 1982). It thus organizes the conditions of a pedagogy "self-differentiated" by the pupil.

Strategic example of contribution of recognition by the turning of the Portfolio:

Within the college, the portfolio idea develops in a computerized file where each pupil cumulates his productions: social objects produced during the experiment, or in French, geography, history, mathematics courses. “A production book”, plastic sorter into which the pupil slips his printed work, is used “as guide throughout the development of portfolio (R. Bibeau, 2004).” The pupils can thus see, evaluate, start again their printed productions each time they can (time factor) or wish it. The more the file is supplemented, the more social reference marks accumulate. The civilization image is supplemented in the spirit of the pupil who contemplates and takes part in it with his personality.

The guide is complex not only because he intends to bring three `missing' elements in the cognitive perception of the pupils but also because he wares several identities to stick to each perception rhythm. These identities enable him to play a right part at the right cognitive time. The positioning of the complex guide must allow the recognition of Ricœur concerning the term “to recognize”, third meaning. : “To testify by gratitude which one is indebted towards somebody of (something, an action) (P. Ricœur, 2004, p. 27).”

The institution recognizes the result by a number value, the note, whose historical reason registered in mentalities, is not the recognition of effort, but knowledge only. To compensate, the complex guide admits the effort. He does it by recognizing the practiced intelligence about which Christophe Dejours says: “the workers... can possibly teach to the scientists how they invent, innovate, create and manage this share of real work (Dejours, 1993, p. 48).” These intelligences are seldom recognized by the school syllabus. They are within the body, aim the physical principle of “less time, less effort”, and are “creative” and “instinctual”, showed through strategies of the pupils who suffer that they “are not recognized”. The guide of recognition, far from scorning these practical intelligences that the pupils already incarnated, incorporated but partly concretized, seeks them, finds them and rests on them. In short, the guide of recognition organizes work where these practical intelligences can be expressed, be recognized and appreciated by a note.

Evaluation of an accompaniment between complexity, strategies and cognition:

- Cognition and discovering:

Psychological interpretations are without call: without an accompaniment need of a cognitive occasion, normal and social training do not exist. This complex genetic dynamic is partly

invisible and calls for complex follow-up. Cognition is 'plastic': it can stop or develop in a random way, often under stimulus effects related on affect and curiosity. So, the cognitive life obliges of an emotional strategy of discovery and human bonds. Pedagogy by the turning allows discovery. Recognition and affect bind what is discovered by pupil itself, in a direction which is personal.

- Strategies and training rhythms:

It thus seems that the concomitance between maturated psychogenetic times (between "categorical" state and "close development zone" of "the abstraction" stage according to Wallon) and times of social reference marks of recognition and affect contribution, play of strategic meetings organized between the complex guide and national Education.

Perhaps, the most interesting cognitive rhythm strategically followed is this: the "tiredness" of work on data processing produces a natural "alternation": The pupils, glad to practise data processing weary themselves at the end of two hours. Then, they are happy to be back following their theoretical courses. Once wearied on theories, the practice on data processing becomes again attractive. Moreover, pedagogy using data processing makes it possible the pupil "to almost influence itself" in a "kinaesthetic" way for tenacity (training of the keyboard) and social concentration (by the hardware use) with coordination of information rules within software use.

By the turning of the practice, this knowledge is transformed "into knowledge bringing into play the person. Here the knowledge undergoes a singular destiny: it is had but it has, it is transformed and transforms that which seizes it (Donnadieu et al., 1998, p28)."

- Complexity and educational system:

The cognition of the pupils is partly hidden for them and the teachers. To follow twenty-two personal rhythms of "close relation development zones" to bring several social reference marks is almost impossible. The codetermination of the observed system is thus to organize, from the educational on-system, supporting training conditions "of social general ideas" on information and relation social organizations, signs which "were worked by and for the collective needs".

- Social dynamics and ethical pedagogy

Within the framework of the experiment, the pupils of SEGPA have 'worked themselves', learning in a differentiated way how the French community manages information and

relation. They did by a social “free will submission”. Will they continue to develop these social signs? How the Institution will encourage these engaged dynamics? Will there be a teacher’s citizen follow-up?

This complex and strategic system seems to meet some present needs. Can it be modelled? The ‘Infoactivité’ French book offers a model for this type of complexity, starting from cognitive dynamic representations (Sevson, 2006 p.131). This model seems here possible to apply in a relevant way:

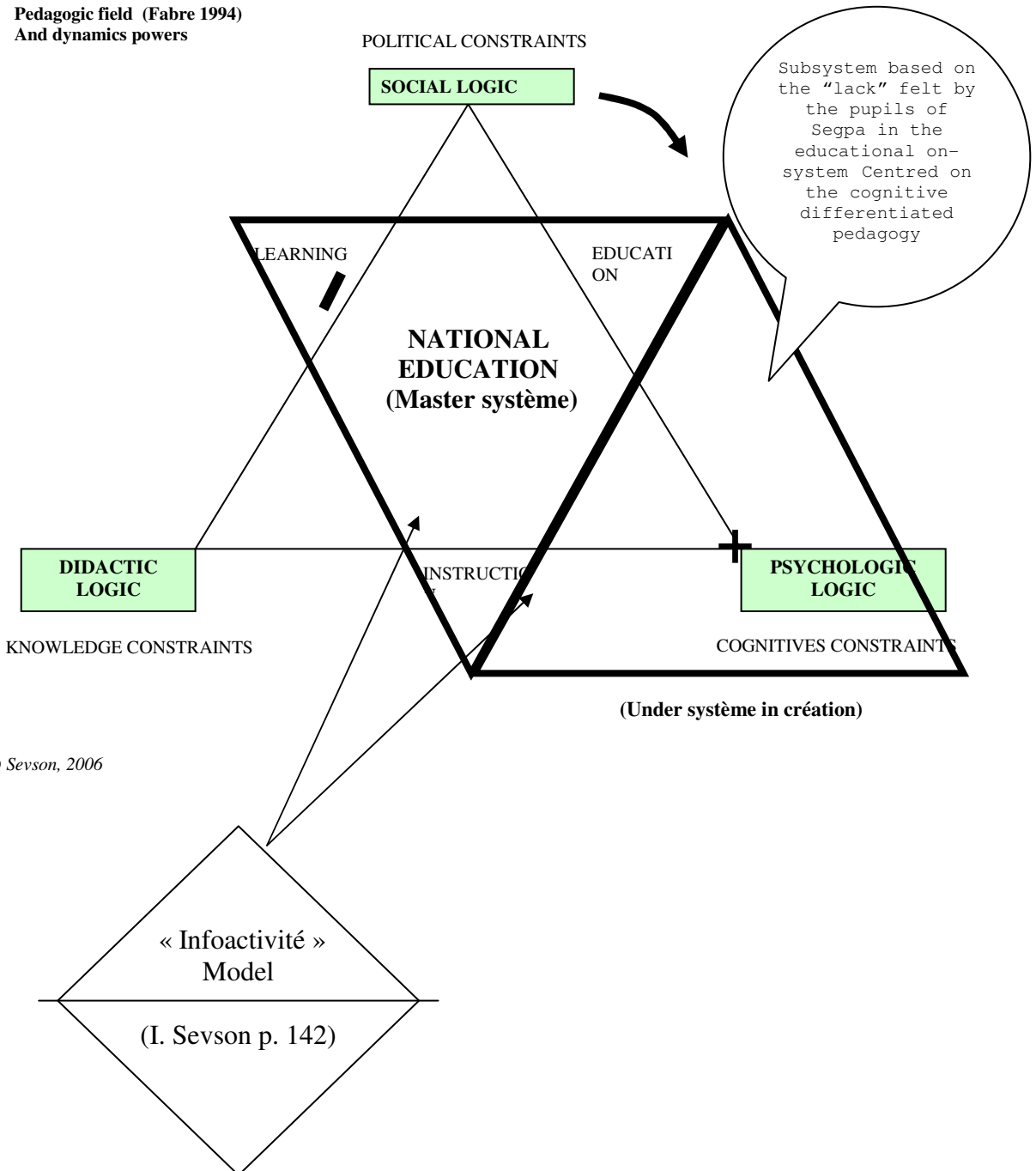
- It represents the psychological space of training of the pupil by a “neutral” rhombus symbolizing the whole of faculties mobilized to learn.
- The didactic and social pressures of national education cross this psychological space of the pupil, perceived by him “negatively” (bad marks, punishments, incomprehension, aggression, generalization). The negative memories accumulation in this space creates a “lack” of positive feeling by reverse effects, which psychologically block the pupil in his training.
- The tested subsystem aims to fill this lacks felt to balance the educational higher-system negative effect, in a cognition way personalized by the child himself.

Such results testify: accompaniment by the turning of this complex pedagogic system obviously produced positive memories rebalancing the social perception of the pupils in school difficulties.

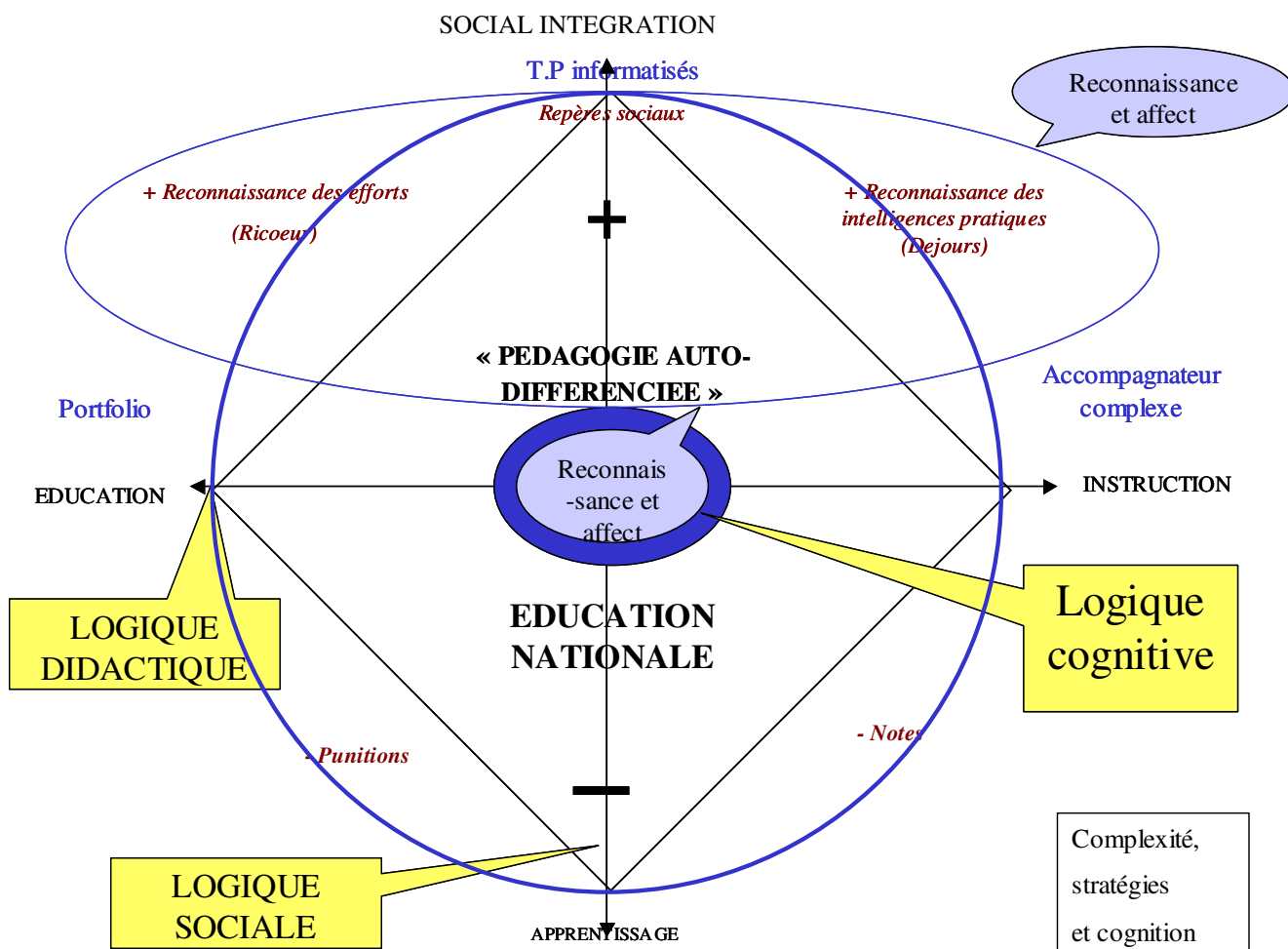
Analysis with I. Sevson tool

1- INFOACTIVITE AND COGNITIVE COMPLEXITY

Pedagogic field (Fabre 1994)
And dynamics powers



2- INFOACTIVITE AND COMPLEXITY OF THE SITUATION



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3 – INFOACTIVITE AND RESULTS

