

IARTEM Virtual Rendez-vous September 13, 2021

SPEAKER BIOGRAPHIES AND ABSTRACTS

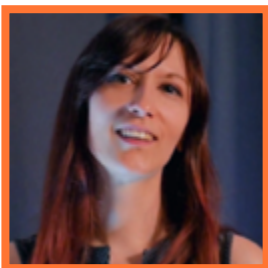


Catherine Aymé, *PhD student at Université Sorbonne Paris-Nord (LabSIC)*
"The development of online French language learning platforms at the University: the case of Uzbekistan"

Driven by the pandemic, the use of learning tools and platforms in universities all over the world has significantly increased and affected pedagogical engineering (Peraya, Peltier, 2020). Students use online platforms to learn languages, as part of their curriculum or in their free time. Teachers are

including more and more of these tools in their pedagogical approach, but how do they choose the platforms that they use and prescribe, and why? How do they link these tools and resources to the textbooks already in use in their teaching? What issues does this use of online platforms raise in the context of language learning?

The research I'm starting is set in Central Asia, more precisely in Uzbekistan. This is very interesting fieldwork that lies at the heart of many international and national issues that I'll mention, especially as the Uzbek government is currently seeking to enlarge higher education enrolments and develop online courses. This short presentation includes analysis of the learning platforms used by the French language teachers in Uzbek universities and how they illustrate educational media in the country. It questions the forms of the industrialisation (Moeglin, 2016) of French language learning in Uzbekistan. Does this industrialisation of education have underlying ideologies, from different economic, social, and political actors, which are transforming the education industry (Evans, Hagiu, Schmalensee, 2006)? And how does this reveal itself in the platforms themselves?



Charlotte Barbier, *PhD candidate in Education at Université de Paris*
Teaching critical thinking in middle school: what kinds of pedagogical resources do French teachers use?

Fostering students' critical thinking is usually presented as one of the main goals of western education systems. The OECD considers critical thinking to be a "key skill" in globalized societies (Vincent-Lancrin et al., 2019). In France, it is part of every teacher's mission to help students think critically

and this learning goal can be found in curricula (Éduscol, 2016). Yet, the notion of critical thinking is rarely defined, creating a lack of conceptual clarity (Pallarès, 2020). Teachers therefore develop their own understanding of this notion, influenced in part by the pedagogical resources they find on this topic.

In this presentation we will offer a brief overview of the kinds of resources French middle school teachers use when trying to develop their students' critical thinking and analyze how critical thinking is presented in these resources.





Pierre Moeglin

Keynote speech: Understanding the industrialisation of education as a phenomenon

The main purpose of my presentation is to answer the following question: what is it that pushes the education system to adopt the methods and modes of management of industrial organisations? To answer this question, I will follow three steps.

- In the first part, I will focus on what characterises the industrial dimension of the education system. In particular, I will point out that industrialisation appears as early as the 19th century in the education systems of most developed countries, but starting with primary education and vocational training. I will also emphasise the recent emergence and development of an increasingly structured and powerful set of enterprises in the so-called “EdTech”. And I will propose to distinguish among these companies five major families. Finally, I will recall that educational industrialisation responds to different orientations which are not necessarily compatible, but are nevertheless different: massification and standardisation, diversification and personalisation.
- In the second part, I will propose some tools to analyse educational industrialisation. I will start by mentioning the different families of theorists opposed to this idea of industrialisation. But I will show that among these theorists, some do not see the manifestations of this industrialisation or consider it to play a secondary role. More numerous, however, are those who do see the phenomenon, but who fear that industrialisation will compromise the quality of education. I will then sketch out a framework of criteria to judge the level of industrialisation. Finally, I will situate the industrial logic in relation to other educational logics (civic, commercial, domestic, etc.) by highlighting the links that may exist between them.
- In the third part, I will examine three types of issues linked to the current developments of industrialisation: the irruption of financialization; the development of platforms; and the question of the privatisation of education and the transformation of educational institutions into companies.

In conclusion, I will show how analysis in terms of educational industrialisation is essential to understand current changes in educational practices and system. But I will also insist on the fact that understanding the industrial mutations of education offers a key to approach (on a more general level) current changes in culture and knowledge.

Pierre Mœglin is professor emeritus at the University Sorbonne Paris Nord and honorary member of the Institut Universitaire de France. He has three interrelated research areas: cultural industries, creative industries and educational industries. In the latter area, he is the author of numerous papers and several books. In particular:

- Mœglin, Pierre, dir. (1998): *L'industrialisation de la formation. État de la question*, Paris, Centre national de Documentation Pédagogique.
- Mœglin, Pierre (2010): *Les Industries éducatives*, Paris, Puf, *Que sais-je?*
- Mœglin, Pierre, dir. (2016): *Industrialiser l'éducation. Anthologie commentée 1913-2012*, Paris, Presses Universitaires de Vincennes.

