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**BIBLIOGRAPHIE ANNOTEE ATOUR DU THEME
REPRESENTATIONS DE SAVOIRS SCOLAIRES**

Nancy Bell

Les recherches citées ici ont été rendues possibles grâce au Fonds national suisse de la recherche scientifique que nous tenons à remercier de son soutien.

Dans le programme de recherche "Représentations de savoirs scolaires", nous avons consacré l'essentiel des moyens à constituer et à mettre en forme des registres de données intéressants et systématiques; à élargir nos sources bibliographiques; à mettre au point les démarches d'analyse en les faisant porter sur quelques questions essentielles; à parfaire le cadre théorique et à montrer comment il permet d'articuler entre eux des ordres de phénomènes trop souvent considérés indépendamment les uns des autres. Nous avons ainsi construit d'intéressants corpus et outils. Ces rapports de recherche présentent une série de résultats mais d'autres exploitations de ce matériel sont prévues qui augurent d'autres publications dans cette série ou dans des revues scientifiques.

Anne-Nelly Perret-Clermont
Maria Luisa Schubauer-Leoni

INTRODUCTION

Le présent dossier est le fruit d'une recherche bibliographique entreprise de janvier 1986 à avril 1989 dans le cadre du projet de recherche "Représentations de savoirs scolaires"

Les références sont présentées par ordre alphabétique avec, dans la mesure du possible, une brève description de leur contenu. Il s'agit surtout de l'ensemble des documents qui se sont avérés utiles pour nous dans notre travail de recherche. Mais ils ne constituent malheureusement pas pour autant un inventaire exhaustif sur ce thème d'ailleurs trop large pour que l'on puisse prétendre à un tel objectif.

Le projet de recherche visait surtout à comprendre la psychologie sociale des interactions entre maître/élèves à propos d'un objet de savoir particulier (les mathématiques d'une part, prioritairement, mais également dans la mesure du possible l'allemand) en apportant une attention plus précise aux représentations que les différents acteurs se constituent tant de la situation didactique que de la transmission des connaissances, voire des savoirs eux-mêmes. Ceci nous a amenés à considérer ces différents aspects dans cette enquête bibliographique. C'est pourquoi on y trouvera notamment: des références sur la communication en classe; le rôle des interactions sociales dans l'apprentissage; les attentes des maîtres et des élèves; les représentations de la réussite et de l'échec et des considérations plus méthodologiques et épistémologiques en rapport avec la métacognition et avec les méthodologies quantitatives et qualitatives qui concernent ce domaine.

Adler, P., Membership roles in field research, London: Sage Publications, 1987.

Agar, M., Speaking of Ethnography, London: Sage, 1987.

Allal, L., "La pédagogie par objectifs est-elle compatible avec des situations d'apprentissage complexes?", Education permanente, 1986, 85, 51-59.

L'auteur examine l'applicabilité de la pédagogie par objectifs dans le contexte de situations d'apprentissage relativement ouvertes et dynamiques telles que des situations de jeu, de recherche, de découverte, de résolution des problèmes ou de communication. Elle propose d'envisager un processus plus cyclique que linéaire.

Amir, Y. & Sharon, I., "Are social psychological laws cross-culturally valid?", Journal of Cross-Cultural Psychology, 1987, 18, 4, 383-471.

The purpose of this study was to evaluate the reproducibility of social psychological findings across cultures and subcultures in order to evaluate the cross-cultural validity of empirically based social psychological laws. Six studies from major social psychological journals were replicated on two Israeli samples, one similar to that of the original study and the other differing in some respect. Results indicate that those original findings that were replicated primarily involved main effects. Interactions were generally not replicated.

Antaki, C., "Performed and unperformable: a guide to accounts of relationships" In: R. Burnett, P. McGhee & D. Clarke (eds.), Accounting for Relationships: explanation, representation and knowledge, London: Methuen, 1987.

Author makes the distinction between performable accounts (articulatable, conscious social devices) and unperformable accounts (unavailable for social performance, "inarticulatable mental representation").

Antaki, C., "Structures of belief and justification", In: C. Antaki (ed.), Analysing Everyday Explanation: A casebook of methods, London: Sage, 1988.

Presentation of research on the structure of organisation and structure of discourse and explanations.

Antaki,C., "Explanations,communication and social cognition", In: C.Antaki (ed.), Analysing Everyday Explanation: A casebook of methods, London: Sage, 1988.

Discussion of different methodologies for the study of explanations.

Atkinson,P.,Language, Structure and Reproduction: An introduction to the sociology of Basil Bernstein, London: Methuen, 1985.

This book reviews the sociological dimensions of Bernstein's work ("in the Durkheimian tradition"). It is argued that Bernstein is best understood as a structuralist whose theory of "codes" is a representation of the symbolic forms of power and the social division of labour. Author touches upon the boundaries of knowledge, structuralist anthropology of schooling, the power of code, etc.

Azmitia,M. & Perlmutter,M., "Social influences on children's cognition: State of the art and future directions", In: H. Resse (Ed.), Advances in Child Development and Behavior, New York: Academic press, in press.

Badger,M., "Why aren't girls better at maths? A review of research", Educational Research, 1981, 24, 1, 11-23.

Barker,G. & Graham,S., "Developmental study of praise and blame as attributional cues", Journal of Educational Psychology, 1987, 79, 1, 62-66.

Study examined developmental differences in the use of praise and blame as attributional cues in 4 to 12 year old children. A developmental pattern in ability judgements indicated that only the oldest children inferred lower ability given praise and the absence of blame. The younger children were opposite to this pattern. These findings were interpreted as evidence of children's emerging understanding of a compensatory relation between effort and ability.

Baruk,S. "Réalité et potentialité de la correction des devoirs de mathématiques", Educational Studies in Mathematics, 1987, 18, 3, 273-303.

Par un survol des pratiques et des effets de la correction des devoirs, on voit que l'on peut en attendre, dans l'état actuel des choses, au mieux une relative neutralité, mais d'une manière générale, des effets plutôt négatifs. Aucune des propositions sur lesquelles s'appuie implicitement et explicitement l'entreprise de correction n'est vraie.

Bautier, E. et Robert, A., "Apprendre des mathématiques et comment apprendre des mathématiques: premiers éléments pour une étude des représentations des élèves de l'enseignement post-obligatoire de l'accès au savoir mathématique", Cahier de didactique des mathématiques, 1987, numero 41.

questionnaire (N=133, différents niveaux, filières) sur:

- Qu'est-ce qu'un bon enseignant de mathématiques? et de langue vivante?

- Ce que doit dire le "bon" enseignant

- Ce que le "bon" enseignant fait faire

- Attitudes générales des "bons" enseignants

- Que faut-il faire pour être un bon élève en mathématiques?

- Est-ce que tous les élèves peuvent réussir en mathématiques?

Pourquoi?

résultats: 1) la variable la plus déterminante des représentations est la classe dans laquelle est l'élève au moment de la passation du questionnaire (plutôt que le niveau ou filière), 2) les représentations qui portent sur la partie visible de l'activité mathématique (exercices manuels) sont aisément verbalisables et homogènes; par contre, l'activité cognitive est très peu citée

Bautier-Castaing, E. & Robert, A., "Réflexions sur le rôle des représentations métacognitives dans l'apprentissage des mathématiques", Revue Française de Pédagogie, 1988, no. 84, 13-20.

"Notre pratique en formation des maîtres et en didactique nous a montré que certaines propositions d'enseignement ne sont pas bien reçues par certains enseignants et par certains élèves; nous avons pensé qu'il pouvait y avoir des difficultés préalables liées peut-être à des inadéquations entre nos représentations du savoir mathématique, de l'activité mathématique et de la (bonne) façon d'enseigner ou d'apprendre les mathématiques, et les leurs."

Bar-Tal, D. & Kruglanski, A. (eds.), The Social Psychology of Knowledge, Cambridge: Cambridge University Press, 1988.

Beauvois, J.L., Joule, R.V. & Monteil, J.M. (eds.), Perspectives cognitives et conduites sociales, Cousset: DelVal, 1987.

Beauvois, J.L. & Dubois, N., "The norm of internality in the explanation of psychological events", European Journal of Social Psychology, 1988, 18, 4, 299-316.

It is shown in this paper that 1) internal explanations are linked to self-presentation strategies, 2) internal explanations are more often selected by middle-class subjects, 3) these explanations are learned by children and by adults in psycho-socio-educational settings.

Behrend, S., "Collaborative learning of qualitative physics: a social analysis", Institute for Research on Learning, Palo Alto, Ca.

Bekken, O., "Themes from the History of Algebra", Aqder Distrikshogskole: fagseksjon for matematikk, 1984, no. 4.

Bekken, O., "Readings from the Hindu Arithmetic and algebra", Aqder Distrikshogskole: fagseksjon for matematikk, 1984, no. 5.

Belisle, C. & Schiele, B. (eds.), Les Savoirs dans les Pratiques Quotidiennes: Recherche sur la représentation, Paris: Editions du Centre National de la Recherche Scientifique, 1984.

Cet ouvrage présente différentes explications et élaborations du concept de "représentation". "Il constitue un apport spécifique dans la compréhension des processus de connaissance et dans leur mise en oeuvre" (suite de Schiele, B & Belisle, C. (eds.), "Les Représentations", Communication-Information (Univ. Laval, Québec), 1984, VI, 2-3.)

Benbow, C., "Sex differences in mathematical reasoning ability in intellectually talented preadolescents: Their nature, effects, and possible causes", The Behavioural and Brain Sciences, 1988, 11, 2, 169-232.

Includes open peer commentary by Jensen, Eysenck, Rosenthal, etc.

Ben-Peretz, M., "Kelly's theory of personal constructs as a paradigm for investigating teacher thinking", In: R. Halkes & J. Olson (eds.), Teacher Thinking: A new perspective on persisting problems in education, Lisse, Netherlands: Swets & Zeitlinger, 1984.

Kelly's (1955) theory: people grasp their environment by means of interpretation through the use of a system of personal constructs (=a way in which some things are seen as being alike and simultaneously different from others, consisting of a single bipolar distinction (similarity-contrast). Several studies by the author have looked at: 1) what constructs do teachers use in relation to curriculum materials? 2) What impact do personal and contextual factors have on construct systems of teachers? 3) Are "teacher" constructs different from those of academics, who are not teachers, relating to the same curriculum materials? 4) Does teacher education change the construct

system of student-teachers in relation to curriculum materials?

Ben-Peretz, M. & Halkes, R., "How teachers know their classrooms: a cross-cultural study of teachers' understanding of classroom situations", Anthropology & Education Quarterly, 1987, 18, 1, 17-32.

Study looked at teachers' knowledge and understanding of classrooms in terms of interpretation of nonverbal and situational cues. Dutch (Tilburg) and Israeli teachers (n= 45,15) were shown videos of classroom episodes (secondary school) by teachers in the two cultural settings and were asked what they thought was happening in the episodes and what cues they used for their interpretations. In Israel, videos were also shown to pupils (who noted cues that were not mentioned by teachers). Qualitative analysis was undertaken of teachers' written descriptions. Authors discuss 1) existence of limited number of "critical cues" used by teachers in interpretation of classroom situations, 2) "particular" vs. "universalized" cues.

Bergem, T., "The development of professional perspectives and behaviour in student teachers", paper presented at the Second European Conference for Research on Learning and Instruction, Tübingen, Sept. 19-22, 1987.

Ongoing research aimed at studying the development of professional perspectives and behaviour in prospective teachers with special reference to their conceptualizations of teachers' responsibilities and professional ethics and their relationship to the quality of the teaching performance of student teachers.

Berrendonner, A., "La langue, mode d'emploi", Thema (magazine sur la recherche scientifique dans les hautes écoles suisses), 1987, no.4, 17-18.

"Ces dernières années, la recherche fondamentale en linguistique française a accompli quelques avancées peu spectaculaires, mais qui, remettant en cause les attitudes théoriques ou méthodologiques dominantes, ont façonné peu à peu une nouvelle conception de la langue, et amorcent une sorte de "rupture épistémologique"

Billig, M., "The concept of social representations: particular and universal aspects", polycopié.

Bishop, A., Mathematical enculturation: a cultural perspective on mathematics education, Boston: Kluwer Academic Publ., 1988.

Bishop, A. "Mathematics education in its cultural context", Educational Studies in Mathematics, 1988, 19, 2, 179-191.

This paper examines the idea that all cultural groups generate mathematical ideas and that "Western" mathematics may only be one mathematics among many.

Bohner, G., Bless, H., Schwartz, N. & Strack, F., "What triggers causal attributions? The impact of valence and subjective probability", European Journal of Social Psychology, 1988, 18, 4, 335-345.

The contribution of subjective probability of an event and its valence were isolated and independently manipulated in an experiment where subjects received performance feedback and information about probability of success. Results indicate a valence effect: The intensity of causal reasoning and the number of possible reasons reported for the outcome was greater after negative than after positive feedback, independent of the a priori probability of the outcome. No evidence for an increase in causal explanations after unexpected, as compared to expected, events was obtained. Several mediating processes are discussed.

Bonniol, J.J., "De l'emboîtement des objectifs (de la recherche, de formation, d'apprentissage) au décalage des problématiques: la construction de l'objet de recherche", Les Sciences de l'Éducation, 1986, 4, 29-35.

Bonora, D., "Structure des représentations à l'égard des objectifs pédagogiques", L'Orientation Scolaire et Professionnelle, 1986, 15, 1, 85-93.

Résumé d'une thèse de 3e cycle qui cherche à caractériser la structure des représentations des professeurs à l'égard des objectifs pédagogiques en utilisant comme variables de description les activités intellectuelles de l'élève, le niveau d'initiative requis et différents types de transférabilité des acquisitions. L'auteur a esquissé, à partir des hiérarchies de préférences d'objectifs pédagogiques, une typologie de professeurs, intégrant d'autres aspects normatifs des professeurs de Sciences Naturelles.

Boschowitz, J., Die Persönlichkeit und ihre Entwicklung im Schulalter, Berlin: Volk und Wissen v. Verlag, 1974.

This research found that children give completely different replies to physics problems when asked by teachers in classroom or by psychologists in playground.

Bovet, M., Parrat-Dayana, S. & Voneche, J., "Comment engendrer une explication causale par l'apprentissage? 1: Le rôle du dialogue", Enfance, 1987, 40, 4, 297-308.

Cette étude concerne la recherche d'explication en causalité physique chez l'enfant (N=15, 5P-6P). Les auteurs ont essayé de cerner la construction d'une explication causale à travers une méthode d'apprentissage qu'ils ont appelé dialectico-didactique. Les résultats montrent que l'élaboration d'une explication causale peut se construire avec succès au long d'une interaction entre le sujet et l'expérimentateur.

Bovet, M., Parrat-Dayana, S. & Voneche, J., "Comment engendrer une explication causale par l'apprentissage? 2: Le rôle de l'objet", Enfance, 1987, 40, 4, 309-322.

Cet article présente une étude du rôle de l'objet dans la construction d'une explication causale à l'aide d'une méthode d'apprentissage basée sur le conflit cognitif (N=10). Les résultats ne montrent aucun progrès. Une analyse des conduites met en évidence que, étant donné le problème en jeu, les particularités de l'objet ont incité les enfants à éviter les conflits et à se contenter de stratégies menant à des solutions simples et économiques.

Boudon, R., "Common sense and the human sciences", International Sociology, 1988, 3, 1, 1-22.

This paper explores the influence of common sense on the theories produced in human sciences. Because of the familiarity of common sense "principles", they can often go unnoticed so a theory can easily be perceived as true (while it is false) if it includes implicit commonsensical statements which, although valid in everyday life, are not of universal validity.

Bromme, R., "On the limitations of the theory metaphor for the study of the teachers' expert knowledge", In: R. Halkes & J. Olson (eds.), Teacher thinking: a new perspective on persisting problems in education, Lisse, Netherlands: Swets & Zeitlinger, 1984.

(metaphor "theory"=teacher's action-relevant knowledge)

Reasons for and against the idea of an analogy between teacher knowledge and scientific theory are discussed. Main objection against using the theory metaphor is that the criteria of scientific rationality and the criteria of effective action are different. Two possibilities of overcoming limitations of the theory metaphor are

discussed: extend the meaning of "theory" or to dismiss the theory metaphor in favour of psychological concepts about teacher knowledge.

Bromme, R. & Brophy, J., "Teachers' cognitive activities", In: B. Christiansen, G. Howson & M. Otto (eds.), Perspectives on mathematics education, Dordrecht: Reidel, 1986.

This article considers 1) types of knowledge (eg. theoretical knowledge, rules of thumb, etc.) and their relationships to professional behaviour, 2) research findings on teachers' planning, thinking and decision making, 3) research findings on teachers' attitudes, beliefs, and expectations with sub-sections on mathematics as subject matter and self as mathematics teacher.

Bromme, R. & Dobsław, G., "Zur Kontextabhängigkeit und Validität des Lehrerurteils über Mitarbeit und Verstehen", Zeitschrift für Entwicklungspsychologie und Pädagogische Psychologie, 1987, Band XIX, Heft 1, 78-98.

19 math teachers (5th to 7th grade) were interviewed 4 times at the end of lessons and ratings on the engagement and understanding of their students were recorded. Additionally, the increase in learning was assessed with pretest and posttest and level of participation was recorded. The authors tried to investigate if teachers' estimations are stable or if they vary depending on context factors. They looked at relation between teachers' judgements of students and context factors "timepoint within the course of instruction" and "grade membership". A relation between "timepoint" and participation and learning gains was found.

Bromme, R. & Juhl, K., "Students' "Understanding" of tasks in the view of mathematics teachers", Occasional paper no. 58, nov. 1984, Institut für Didaktik der Mathematik der Universität Bielefeld.

Research on 20 junior high school teachers' explanatory concepts concerning their students' comprehension of mathematical tasks. Explanations were categorized into 26 categories. Analysis focused on task-related (eg. knowledge) vs. task-independent concepts (eg. giftedness). The authors also looked at correlation of explanations and students' sex and success with task. Results show strong preference for task-related concepts. Sex and success were of limited influence only.

Brooks, D. & Hawke, G., "Effective and ineffective session opening teacher activity and task structures", Journal of Classroom Interaction, 1987-1988, 23, 1, 1-4.

Four seventh grade mathematics teachers were videotaped three times, beginning a regular instructional session. Video tapes were analyzed for teacher activity selection, task structure and behavioural expression. Results suggest that teacher activity selection, structure, and behavioural expression while beginning the instructional session may be a component of student perceptions of instruction, student cooperation and achievement.

Brossard, M., "La diversité de niveaux des situations scolaires: essai de caractérisation", Journal Européen de Psychologie de l'Éducation, 1988, numéro spécial hors série.

L'auteur analyse les différents niveaux constitutifs des situations scolaires d'apprentissage.

Brown, A., "Metacognition, executive control, self-regulation, and other more mysterious mechanisms", In: F. Weinert & R. Kluwe (eds.), Metacognition, Motivation and Understanding, Hillsdale, N.J.: Lawrence Erlbaum, 1987.

Review of research on metacognition

Brown, R., Group Processes: Dynamics within and between groups, Oxford: Basil Blackwell, 1988.

Bruner, J. & Haste, H., Making Sense: The child's construction of the world, London: Methuen, 1987.

Burger, J., "Temporal effects on attributions: Actor and observer differences", Social Cognition, 1986, 4, 4, 377-387.

Actors' and observers' attributions for performance on ability test were assessed. Half of the actors were told they had performed well on the test, and half that they had performed poorly. In addition, half of the subjects gave their attributions immediately after the test and half 3 days later. As predicted, actors who believed they had been successful gave attributions that were more dispositional 3 days later than when asked immediately afterward. Actors who believed they had failed gave attributions that were more situational 3 days later than immediately afterward. Observers gave attributions that did not differ over time. The results are interpreted in support of a motivational explanation for temporal effects.

Burger, J. & Huntzinger, R., "Temporal effects on attributions for one's own behaviour: the role of task outcome", Journal of Experimental Social Psychology, 1983, 21, 247-261.

Authors found that success attributions became more dispositional and failure attributions became more situational over time.

Burger, J., Cooper, H. & Good, T., "Teacher attributions of student performance: effects of outcome", Personality and Social Psychology Bulletin, 1982, 8, 685-690.

Authors found that attributions teachers make for their students' successes and failures change over time.

Burnett, R., McGhee, P. & Clarke, D. (eds.), Accounting for Relationships: Explanation, representation and knowledge, London: Methuen, 1987.

Burton, L., "Mathematics as a cultural experience: whose experience?", paper presented at the Sixth International Congress on Mathematical Education, Budapest, July 27-Aug 3, 1988.

Buttny, R., "Accounts as reconstruction of an event's context", Communication Monographs, 1985, 52, 57-77.

Persons offer accounts of their actions in problematic situations to change their meaning of an event. The reconfiguring of the event's context is the key to understanding how accounts change meanings. Accounts are accomplished by the procedures of 1) specifying contextual objects, 2) organized by the actor's rules to warrant, 3) the reconfiguration of the hierarchical levels of context. To illustrate this model of accounts, a transcript from a student-teacher conference is examined.

Buttny, R., "The ascription of meaning: a Wittgenstienian perspective", Quarterly Journal of Speech, 1986, 72, 261-273.

Article develops the thesis that the locus of meaning in communication is not based on private, internal states of a person, but rather, on the satisfaction of public criteria. Looks at Wittgenstein's notion of criteria.

Calderhead, J. "Planing and thinking in junior school writing lessons: an exploratory study", In: R. Halkes & J. Olson (eds.), Teacher Thinking: A new perspective on persisting problems in education, Lisse, Netherlands: Swets & Zeitlinger, 1984.

Study of 8 teachers' thinking in the preparation and implementation of writing lessons using stimulated recall and interview. Found that "in order to conceptualize some of the difficulties of teaching writing ... teachers also had to draw upon evidence concerning

pupils' performance and the constraints upon their own practice". Found numerous mismatches between teachers' intentions for practice and their actual practice, between teachers' expectations/interpretations of pupils' performance and pupils' actual performance, and between teachers' expected learning effects and actual learning. Teachers explained these mismatches by referring to contextual constraints and school environment.

Cardinet, J. (ed.), Approche communicative en allemand et appréciation du travail des élèves, Neuchâtel: I.R.D.P., 1987.

Rapport de la Commission romande d'expérimentation de l'allemand (COREA) qui a entrepris la tentative de parvenir à un consensus sur une conception de l'évaluation formative en allemand.

Carey, S., "Are children fundamentally different kinds of thinkers and learners than adults", In: S. Chapman, J. Segal & R. Glaser (eds.), Thinking and Learning Skills, Hillsdale, N.J.: Lawrence Erlbaum, 1985.

Article debates questions about learning processes. Author asks why children are fundamentally different kinds of thinkers and learners from adults and whether children differ from adults only in accumulation of knowledge. Author argues that differences between experts and novices can be better explained in terms of systematic and self-conscious planning of action and in terms of variance in specific knowledge than in terms of structural changes in development.

Carraher, T.N., Carraher, D.W. & Schliemann, A.D., "Mathematics in the streets and in schools", British Journal of Developmental Psychology, 1985, 3, 21-29.

An analysis of everyday use of mathematics by working youngsters in commercial transactions revealed computational strategies different from those taught in schools. Performance on mathematical problems embedded in real-life contexts was superior to that on school-type word problems and context-free computational problems involving the same numbers and operations.

Cariota Ferrara, P., Donsi, L. & Mauro, F., "Aspetti relazionali nella soluzione di compito logico", Medicina Oggi, 1987, 7, 3, 271-284.

Carraher, T.N., "From drawings to buildings: working with mathematical scales", International Journal of Behavioural Development, 1986, 9, 4, 527-544.

School instruction about and daily practice with proportions problems were contrasted with respect to their influences upon students' and construction foremen's performance in a series of problems on scale drawings. The author found that school-taught proportions algorithm had no significant impact upon students' problem-solving strategies. In contrast, job experience seems to enrich measurement with meaning. These differences can be traced to the contexts in which problem-solving had been practiced.

Carraher, T.N. & Schliemann, A.D., "Manipulating equivalences in the market and in maths", photocopié.

30 subjects were observed at work and then asked to solve 2 sets of transfer tasks, one regarding volume and the other involving more complex problems with scales. Results suggest that this work experience promotes the acquisition of skills which surpass the work routine. Almost 1/3 of subjects were able either to learn very quickly or spontaneously develop problem solving methods which allowed for the solution of problems with 2 unknowns, which do not emerge in their daily activity.

Carraher, T.N. & Carraher, D.W., "Mathematics as personal and social activity", photocopie.

The performance of Brazilian children and adults who developed advanced ability in the manipulation of numbers outside of school was contrasted to their own performance in school-like situations and to the performance of students instructed on the same models.

Carraher, T.N. & Schliemann, A.D., "Culture, arithmetic and mathematical models", photocopie.

3 sources of data on math knowledge are analyzed leading to 4 conclusions: 1) reasoning principles underlying written and oral math appear to be the same, 2) there are diverse ways of understanding and using mathematical concepts which depend upon the cultural conditions under which math is practiced, 3) schools transmit culturally perfected mathematical tools (eg. formulas, algorithms) and tend to make students good "model-users" but are perhaps carrying out this function at the expense of meaning, 4) math learning in daily life produces meaningful procedures which may however be of restricted applicability.

Carugati, F., "What about intelligence?", paper presented at the Annual Conference of the British Psychological Society, Sussex, 10-13 April 1987.

This contribution discusses changing patterns of research on intelligence and development situating them within a social representations framework. Author argues that intelligence is better understood as primarily a social stake, a positive social value which induces the construction of a polysemantic discourse both by lay people and scientists. Results from recent research on representations of intelligence and models of bright and mediocre pupils among samples of secondary pupils.

Carugati, F., "The "social" in cognition and representations: the case of intelligence", paper presented at the Third European Conference on Developmental Psychology, Budapest, June 15-19, 1988.

It is argued that studies of lay conceptions of intelligence have reached a theoretical impasse which demands a reorientation in theoretical perspective from an approach based predominantly on theories of social cognition to an approach of social representation.

Cassée, P., Jugend als Prüfstein: Zur Verarbeitung des Bildungsbiographie im Jungendalter, Zürich: Zentralstelle der Studentenschaft, 1986. (Dissertation an der Philosophischen Fakultät I der Universität Zürich)

Cette thèse de doctorat démontre les impacts des incidents majeurs lors de la carrière scolaire sur la formation ultérieure (N=460 adolescents zurichois). L'auteur parle de la "redéfinition des objectifs", de l'individualisation, de "rite individualisé" afin d'expliquer le haut degré de conformité sociale qui caractérise les jeunes auxquels le système de sélection a infligé une série de frustrations sévères et il essaie d'interpréter les mécanismes qu'ils utilisent afin de venir à bout de leurs échecs.

Chapman, J. & Lawes, M., "Open-ended attributions for outcome on a major national examination", British Journal of Educational Psychology, 1987, 57, 2, 205-211.

Study of open-ended attributions by secondary students in response to outcome on major examination involving high personal significance (N=388). Results indicated that typical and immediate effort attributions accounted for about 50% of all attributions. Variations in attributions as a function of examination outcome and expectancy confirmation are discussed.

Chalvin, M.J., Comment réussir avec ses élèves, Paris: Ed. ESF (2e éd.), 1986.

Chapoulie, J.M., Les Professeurs de l'enseignement secondaire: un métier de classe moyenne, Paris: Ed. de la Maison des Sciences de l'Homme, 1987.

Chauche, C., "Allemagne-objet..objet de désir", Communication et langages, 1987.

Une enquête a été réalisée auprès de 54 étudiants français (19 à 21 ans); pour 88% de ces étudiants l'allemand avait été appris en première langue. L'enquête s'orientait suivant 3 thèmes: les facteurs ayant contribué à l'intérêt des étudiants pour la langue allemande et le pays; la perception de l'Allemagne contemporaine sur les plans économique, politique et culturel; le rapport au passé et les conséquences de la 2e guerre mondiale.

Cherubini, G. & Zambelli, F., "Représentations personnelles des professeurs de 6e, relatives à l'enseignement", communication présentée au Congrès international sur "Le fonctionnement de l'enfant à l'école: bilans et perspectives de recherche", Université de Poitiers (France), 17-20 juin, 1987.

Les représentations des élèves et des profs de l'enseignement ont été relevées au début et à la fin de la 6e. Résultats: la mise en évidence des systèmes de représentations "personnelles" des sujets, l'analyse des changements au cours du temps, les caractéristiques des élèves par rapport aux prévisions du succès scolaire faites par leurs profs.

Chi, M., Bassok, M., Lewis, M., Reimann, P. & Glaser, R., "Self-explanations: How students study and use examples in learning to solve problems", Technical Report no. 9, Learning Research and Development Center, University of Pittsburgh, Nov. 1987.

Cicourel, A., "Language and social interaction: Philosophical and empirical issues", In: D. Zimmerman & C. West (eds.), Language and Social Interaction, special issue of Sociological Inquiry, 1980, 50, no.s 3-4, 357-392.

Article contains 1) review of work by Wittgenstein, Austin, Grice, Vendler and Searle, 2) application of speech act theory to the study of social interaction, 3) discussion on the role of social structure for the understanding of discourse.

Cicourel, A., "Basic and normative rules in the negotiation of status and role", In: D. Sudnow (ed.), Studies in Social Interaction, New York: The Free Press, 1972.

Discussion of concepts of "role" and "status" within a general model of social interaction and the perspectives employed by participants (including the researcher).

Clark, C.M., "Computer storage and manipulation of field notes and verbal protocols: three cautions", Anthropology & Education Quarterly, 1987, 18, 1, 56-58.

caution 1: labor and expense (obtaining software, training personnel, etc.)

caution 2: access and control (data could be removed from contact with the people who need to make sense of it)

caution 3: reductionism (coding and counting)

Clark, R., "When teaching kills learning: Studies of mathemathantic effects", paper presented at the Second European Conference for Research on Learning and Instruction, Tübingen, Sept. 19-22, 1987.

This paper presents evidence from instructional research that, under some teaching conditions, students know less or are less able to use cognitive skills after instruction than before (the "mathemathantic" effect of killing learning). Authors look at 3 conditions which produce this effect: 1) imposition of a weak strategy in place of a stronger previously used one, 2) failure to provide cognitive learning strategy to succeed at a specific task, 3) giving "help" which is beyond the students' ability or experience to use.

Clarkson, P. Leder, G., "Causal attributions for success and failure in mathematics: a cross-cultural perspective", Educational Studies in Mathematics, 1984, 15, 4, 413-422.

Study of 10th graders in Australia & New Guinea using Weinerian scale for attributions for 1) 4 math problems, 2) other tests, 3) math grades. The authors found cultural differences with New Guineans making more "functional" attributions (i.e., ability, task) Results are explained in reference to New Guinea's new education system with young teachers.

Cody, M. & Mc Laughlin, M., "The situation as a construct in interpersonal communication research", In: M. Knapp & G. Miller (eds.) Handbook of Interpersonal Communication, London: Sage, 1985.

Clément, R., "Second language proficiency and acculturation: An investigation of the effects of language status and individual characteristics", Journal of Language and Social Psychology, 1986, 5, 4, 271-290.

This study investigates the relationship between language status and individual differences in attitudes and motivation as they relate to proficiency and acculturation in a second language.

Cobb, P., "An investigation of young children's academic arithmetic contexts", Educational Studies in Mathematics, 1987, 18, 2, 109-125.

Investigation of 1st graders' understanding of the equal sign. Analysis of video-taped interviews conducted with 34 1st graders drawn from five classrooms showed it was possible to relate the students' interpretation of the equal sign to social interaction patterns that typified classroom life during instruction.

Cobb, P., "Multiple perspectives", paper presented at the Sixth International Congress on Mathematical Education, Budapest, July 27-Aug 3, 1988.

Cobb, P., Yackel, E., Wood, T., "Young children's emotional acts while doing mathematical problem solving", In: D. McLeod & V. Adams (eds.), Affect and Mathematical Problem Solving: A new perspective, N.Y.: Springer-Verlag, in press.

Colomb, J., Guillaume, J.C. & Charnay, R., "Articulation école/collège: quels contrats disciplinaires en mathématiques?", Revue Française de Pédagogie, 1987, no. 80, 25-36.

Dans cette étude est présentée une approche des "contrats disciplinaires" (relations élèves-enseignant-discipline) en mathématiques aux niveaux CM2 et 6e.

Cooper, H. & Burger, J., "How teachers explain students' performance: a categorization of free response academic attributions", American Educational Research Journal, 1980, 17, 95-109.

Authors have elaborated a coding system of open-ended responses using 13 categories (ability, previous experience, acquired characteristics, typical effort, interest in subject, immediate effort attention, teacher, task, other students, family, physiology, misc.) for subject-specific attributions.

Cooper, T., "Negative power, hegemony and the mathematics classroom: a summary", paper presented at the Sixth International Congress on Mathematical Education, Budapest, July 27-Aug 3, 1988.

Cooper, T., "Towards a complete primary mathematics education course", paper presented at the Sixth International Congress on Mathematical Education, Budapest, July 27-Aug 3, 1988.

Cooper, T., "Research praxis to teaching praxis: models embedded in practical activities", paper presented at the Sixth International Congress on Mathematical Education, Budapest, July 27-Aug 3, 1988.

Coquin, D. "Le discours de la preuve en situation scolaire", communication présentée au Congrès international sur "Le fonctionnement de l'enfant à l'école: bilans et perspectives de recherche", Université de Poitiers (France), 17-20 juin, 1987.

Des élèves de 13-14 ans travaillent en couple sur un problème de géométrie. L'observation se déroule en quatre étapes:

- 1) recherche individuelle d'une solution
- 2) explication orale du premier élève qui a trouvé la solution à son compère
- 3) rédaction individuelle de la démonstration "comme si c'était pour le prof"

L'auteur veut montrer a) en quoi les discours de preuve produits en situation didactique institutionnelle se distinguent des discours donnés dans les situations plus naturelles et b) par quels processus on aboutit à cette spécificité.

Coulter, J., The Social Construction of Mind, London: Macmillan Press, 1979.

Collection of essays organized around the theme of subjectivity. Speaks of normative accountability of human action, reasoned character of ordinary actions, structures in the use of mental predicates, etc.

Coulter, J., Rethinking Cognitive Theory, London: Macmillan Press, 1983.

Attempt to deepen ethnomethodological and philosophical approach to study of cognition outlined in Social Construction of Mind. Speaks of internalizing norms and rules, conceptual phenomenology of experience, social construction of "forgetting", metaphors and mind, etc.

Cox, M., The Child's Point of View: the development of cognition and language, Brighton: Harvester Press, 1986.

von Cranach, M. & Ochsenein, G., "Selbstüberwachungssysteme" und ihre Funktion in der menschlichen Informationsverarbeitung", Schweizerische Zeitschrift für Psychologie und ihre Anwendungen, 1985, 44, 4, 221-235.

L'action humaine sert à l'adaptation extérieure et/ou intérieure de celui qui agit. L'humain qui agit dépend ainsi toujours des informations du monde extérieur, mais également de son état; ces dernières lui sont livrées par son système d'auto-surveillance (SAS). L'article examine des structures, des fonctions et des rapports du système d'auto-surveillance.

von Cranach, M., Ochsenein, G. & Valach, L., "The group as a self-active system: Outline of a theory of group action", European Journal of Social Psychology, 1986, 16, 193-229.

Human social systems, and groups in particular, are conceived as units which, as a whole, actively strive towards the achievement of external and internal goals. This "group action" consists of simultaneous integrated processes on various individual and social levels. Article looks at task structure which is projected on group structure.

von Cranach, M., Ochsenein, G. & Tschan, F., "Actions of social systems: Theoretical and empirical investigations", In: G. Semin & B. Krahe (eds.), Issues in Contemporary German Social Psychology: History, Theories and Application, London: Sage Publications, 1987.

Overview of research on groups and organizations as self-active systems which operate as units in the pursuit of their goals and plans.

Cirillo, L. & Wapner, S., Value Presuppositions in Theories of Human Development, London: Lawrence Erlbaum, 1986.

Papers (followed by discussions) presented at conference on Value presuppositions in theories of human development where psychologists (incl. J. Bruner, J. Kagan) and philosophers discussed assumptions about "what ought to be that enters into the ways that investigators in human sciences construe development".

D'amour, P. "A quoi servent les réponses des enfants? Evaluation des réponses des enfants de 6-7 ans en mathématiques", communication présentée au Congrès international sur "Le fonctionnement de l'enfant à l'école: bilans et perspectives de recherche", Université de Poitiers (France), 17-20 juin, 1987.

Classification de 37'743 réponses d'enfants (1P). Résultats: Les enseignants questionnent les enfants indépendamment de leur niveau cognitif. Ils questionnent les enfants soit en regard des objectifs et des priorités du curriculum soit en regard de leur propre planification. L'activité de l'élève ne semble pas être au centre du processus de transformation et de développement de la pensée mathématique. L'évaluation faite en classe s'intéresse surtout à la performance de l'enfant.

Danon-Boulieu, H., Les études et l'échec: de l'adolescence à l'âge adulte, Paris: Payot, 1984.

Damon, W. (ed.) Child Development Today and Tomorrow, San Francisco: Jossey-Bass, 1989.

Damon, W., "Introduction: Advances in developmental research", In: Damon, W. (ed.) Child Development Today and Tomorrow, San Francisco: Jossey-Bass, 1989.

De Jong, P., "Students' and teachers' perceptions of motivated and unmotivated student classroom behaviours", paper presented at the Second European Conference for Research on Learning and Instruction, Tübingen, Sept. 19-22, 1987.

This study looked at students' (junior high) and teachers' differential perceptions and the consequences resulting from motivated and unmotivated student behaviours (motivations being considered as a label for a structured prototypical behavioural category). Students and teachers' rated prototypicality of behaviours. Found substantial agreement between the two groups.

Delamont, S., Sex roles and the school, London: Methuen, 1980.

Delamont, S., Inside the secondary classroom, London: Routledge & Kegan Paul, 1986.

De Leeuw, L., Meyer, J., Perrenet, J. & Groen, W., "Differential effects of secondary school mathematics models", paper presented at the Second European Conference for Research on Learning and Instruction, Tübingen, Sept. 19-22, 1987.

The goal of this study was to compare the effects of the different methods of a series of school books on a number of dependent variables after a 3 year period of education and to assess interactions of the methods with relevant student characteristics.

Deschamps, J.C. & Clemence, A., L'explication quotidienne: perspectives psychosociologiques, Cousset: DelVal, 1987.

Revue des théories sur l'attribution (causale et sociale) avec exemple de recherche sur les apprentis.

Deschamps, J.C. & Clemence, A., "Représentations de la langue chez des jeunes autochtones et immigrés dans le contexte scolaire genevois", communication présentée au Congrès international sur "Le fonctionnement de l'enfant à l'école: bilans et perspectives de recherche", Université de Poitiers (France), 17-20 juin, 1987.

Questionnaire (625 élèves 9e) sur l'identité sociale et la représentation de la langue. Résultats: si les enfants des classes (sociales et scolaires) défavorisées considèrent le plus souvent le langage comme outil qui permet de décoder le monde référent, il apparaît que les jeunes immigrés assimilent leur condition à ce monde référent dans la mesure où ils associent à leur représentation du langage des paramètres tels que leur famille, leur pays d'origine ou le pays d'accueil (conception plus socioculturelle du langage).

Dillenbourg, P., "Self-improving tutoring systems", paper presented at the European Seminar on Intelligent Tutoring Systems, Tübingen, 25-30 Oct. 1987.

A self-improving tutoring system is a CAI system which not only teaches but as a result of its teaching experience, gradually teaches better. Self-improving systems are classified according to the knowledge acquired or modified when students use the system which permits the analysis of the relationship between the methods of knowledge acquisition and the kind of improvement expected.

Dipartimento della pubblica educazione, Ufficio studi e ricerche. L'immagine della scuola nei giovani liceali ticinesi: due studi di caso: Bellinzona e Lugano, Bellinzona: Dipartimento della pubblica educazione, Ufficio studi e ricerche, 1988.

Enquête sur des lycéens tessinois (n=500) concernant leur motivation à la poursuite d'une carrière scolaire, la réussite scolaire et les éléments qui tendent à le favoriser ou à l'entraver, problèmes et difficultés rencontrés par rapport aux apprentissages, etc.

Djebbar, J., "Le contenu de l'enseignement mathématique dans le nord de l'Afrique, au moyen-âge et son rôle dans l'enseignement actuel", paper presented at the Sixth International Congress on Mathematical Education, Budapest, July 27-Aug 3, 1988.

Doise,W., "Individual and social identities in intergroup relations", European Journal of Social Psychology, 1988, 18, 2, 99-112.

Discussion of deductive and inductive aspects of social categorization, links between in-group and intergroup interaction and differentiation, and self as social representation.

Doise,W., "Les représentations sociales: un label de qualité", Connexions, 1988, no. 51, 99-116.

Donaldson,M., Children's Explanations, Cambridge: Cambridge University Press, 1986.

Based on author's PhD thesis, several studies are presented which examine the development of children's explanations looking primarily at their linguistic and cognitive aspects.

Donsi,L., Cariota Ferrara,P. & Mauro,F., "La comprensione del contesto in situazione di testing: esperienza di role-playing con prove piagetiane", Neurologia Psichiatria Scienze, 1988, 8, 6, 260-284.

Dore,J., "Children's conversations", In: T. Van Dijk (ed.), Handbook of Discourse Analysis, vol. 3, London: Academic Press, 1985.

Discussion of (among other topics) issues in nursery school conversation and the construction of context by grade school conversation.

Douglas,M. How Institutions Think, London: Routledge & Kegan Paul, 1987.

Using the works of Emile Durkheim and Ludwik Fleck as a foundation, this book "clarifies" the extent to which thinking itself is dependent upon institutions. Different kinds of institutions allow individuals to think different kinds of thoughts and to respond to different emotions. However, institutions do not think independently nor do they have purposes, nor can they build themselves. As we construct our institutions, we are squeezing each other's ideas into a common shape.

Drew,P. & Wooton,A., Erving Goffman: Exploring the interaction order, Cambridge: Polity Press, 1988.

Dubois, N., "The norm of internality: Social valorization of internal explanations of behaviour and reinforcements in young people", Journal of Social Psychology, 1988, 128, 4, 431-440.

Two questionnaires concerning locus of control and attribution were administered to 400 children (8-16 years), the first was to fill out for themselves, the second was to fill out as if to gain approval/disapproval from parents/teachers. Subjects had an excellent perception of the high value placed on internality and a "perfect perception" of teachers' expectations for internal explanations of reinforcement control.

Dubois, N. & Trognon, A., "L'apport de la notion de norme d'internalité à l'approche des pratiques de formation", In: J.L. Beauvois, R.V. Joule & J.M. Monteil (eds.), Perspectives cognitives et conduites sociales 2: Représentations et processus socio-cognitif, Cousset: DelVal, 1989.

Les auteurs analysent le rôle des formateurs dans l'acquisition par des stagiaires (16-18 ans) de la norme d'internalité.

Dweck, C. & Goetz, T., "Attributions and learned helplessness", In: J. Harvey, W. Ickes & R. Kidd (eds.), New Directions in Attribution Research, vol. 2, Hillsdale, N.J.: Lawrence Erlbaum, 1978.

Edwards, D. & Mercer, N., Common Knowledge: the development of understanding in the classroom, London: Methuen, 1987.

Elbaz, F., Teacher thinking: A study of practical knowledge, London: Croom Helm, 1983.

Par une étude de cas (d'une jeune enseignante), l'auteur examine la manière dont les enseignants acquièrent et mettent en oeuvre la concrétisation et réalisation du programme, construit à partir de ses expériences passées et savoir pratique accumulé; une réflexion sur la pratique quotidienne du métier.

Ellis, S. & Rogoff, B., "Problem solving in children: management of instruction", In: E. Mueller & C. Cooper (eds.), Process and Outcome in Peer Relationship, London: Academic Press, 1986.

Article compares instructional strategies used by children and adults when they manage a teaching process.

Emiliani, F. & Molinari, L., "Family environment and social representations of childhood", paper presented at the Annual Conference of the British Psychological Society, Sussex, 10-13 April 1987.

This research investigated the social representations of children's development and education shared by mothers of preschool children. 364 mothers responded to a questionnaire which examined their conceptions of development, etc. 107 of these subjects were interviewed.

Emler, N., "Socio-moral development from the perspective of social representation", Journal for the Theory of Social Behaviour, 1987, 17, 4, 371-388.

This article sketches some "preliminaries" for an approach to socio-moral development that draws upon the framework of social representations.

Emler, N., "Children's representations of social relationships: the effects of culture and social class", paper presented at the Annual Conference of the British Psychological Society, Sussex, 10-13 April 1987.

Author argues that children's knowledge of the social world is socially generated and is both differentially and unequally distributed as a function of culture and social class. This argument is illustrated with findings from a cross-national study of 6-10 year olds in Scotland and France drawn from contrasting social class backgrounds and exposed to different forms of primary education (traditional vs. experimental). "It should be recognized that the social environment presents children with solutions as much as problems".

Emler, N., Ohana, J. & Moscovici, S., "Children's beliefs about institutional roles: a cross-national study of representations of the teacher's role", British Journal of Educational Psychology, 1987, 57, 1, 21-25.

185 Scottish and French children, 7-11 years, were questioned (discussion of three hypothetical situations (assessment of student performance, distribution of help and enforcement of regulations)) about aspects of the teacher's role. The findings suggest that children have grasped, albeit often only intuitively, many of the characteristics of this organizational role at an earlier age than has been indicated by previous research. Before 12 years, they have some appreciation of the formal constraints on teacher's freedom of

action, of the hierarchical character of institutional authority, and of the separation of official duties from personal inclinations.

There were, however, class and national differences in beliefs which suggest that these are social representations. Looked at social class differences.

Entwistle, N. & Kozeki, B., "Dimensions of motivation and approaches to learning in British and Hungarian secondary schools", paper presented at the Second European Conference for Research on Learning and Instruction, Tübingen, Sept. 19-22, 1987.

This study compares two contrasting conceptualizations of motivation in relation to approaches to studying and learning in Britain and Hungary.

Equipe de recherche "Articulation école/collège", Enseignants de CM2 et de 6ème face aux disciplines, Paris: Institut National de Recherche pédagogique (Collection rapports de recherches no.9), 1986.

Résultats d'une enquête menée auprès d'un échantillon représentatif de maîtres de CM2 et d'enseignants de 6ème et destinée à recueillir leurs opinions et leurs représentations sur les pratiques mises en oeuvre (concernant des branches (français et maths inclus)), les attentes, certains problèmes généraux de l'école.

Erickson, F., "Classroom discourse as improvisation: relationships between academic task structure and social participation structure in lessons", In: L.C. Wilkinson, Communicating in the classroom, New York: Academic Press, 1982.

Erickson, G., "Student frameworks and classroom instruction", In: H. Helm & J. Novak (eds.), Proceedings of the International Seminar on Misconceptions in Science and Mathematics, Cornell University, June, 1983.

Author discusses underlying theoretical and methodological issues which pertain to interactions between student common-sense knowledge (frameworks) and classroom practice.

Ernest, P., "The impact of beliefs on the teaching of mathematics", paper presented at the Sixth International Congress on Mathematical Education, Budapest, July 27-Aug 3, 1988.

Ernest, P., "The knowledge, beliefs and attitudes of the mathematics teacher: a model", paper presented at the Sixth International Congress on Mathematical Education, Budapest, July 27-Aug 3, 1988.

Escarabajal, M.C., "Abstraction levels and the understanding of text problems", paper presented at the Second European Conference for Research on Learning and Instruction, Tübingen, Sept. 19-22, 1987.

Author studied children's problem representation comparing 3 tasks (classification, resolution and recall) for 24 8-10 year old subjects.

Farr, R. "Social representations: a French tradition of research", Journal for the Theory of Social Behaviour, 1987, 17, 4, 343-370.

A review of social representation theory.

Fayol, M. & Monteil, J.M., "Le script: une notion et ses usages: une revue critique", Cahiers de Psychologie Cognitive.

Les auteurs discutent des origines de la notion de "script" et ses usages comme schéma social.

Feldman, R. (ed.), The Social Psychology of Education: Current Research and Theory, Cambridge: Cambridge University Press, 1986.

A collection of articles dealing with 1) attributional analysis of students' reactions to success and failure, 2) teacher-student interactions (including a review by Harris and Rosenthal of more than 200 studies of the Pygmalion effect), 3) cooperation and conflict in the classroom, 4) social aspects of motivation.

Feiman-Nemser, S. & Floden, R., "The cultures of teaching", In: M.C. Wittrock, Handbook of research on teaching, 3rd edition, New York: Macmillan, 1986.

Ferreira, E., "The genetic principle and the ethno-mathematics", paper presented at the Sixth International Congress on Mathematical Education, Budapest, July 27-Aug 3, 1988.

Ferreira, E., "The teaching of mathematics in Brazilian nature communities", paper presented at the Sixth International Congress on Mathematical Education, Budapest, July 27-Aug 3, 1988.

Fielder, K. & Semin, G., "On the causal information conveyed by different interpersonal verbs: the role of implicit sentence context", Social Cognition, 1988, 6, 1, 21-39.

The study reported here addresses the issue of why two different verb categories in sentences regularly elicit causal attributions to either the subject or the object of the sentence. Different attempts to explain the phenomenon of implicit causality are critically discussed.

Fisher, K., Lipson, J. & Idar, J., "Information processing interpretations of error research in learning", In: H. Helm & J. Novak (eds.), Proceedings of the International Seminar on Misconceptions in Science and Mathematics, Cornell University, June, 1983.

This paper reviews recent error research in the domain of mathematics and science learning. Findings are interpreted according to information processing theory. Relevant research on word association is examined for its potential in reflective conceptions in distinctive characteristics of the associative network.

Flavell, J., "Speculations about the nature and development of metacognition", In: F. Weinert & R. Kluwe (eds.), Metacognition, Motivation and Understanding, Hillsdale, N.J.: Lawrence Erlbaum, 1987.

Fontana, D., Classroom control: understanding and guiding classroom behaviour, London: Methuen, 1985.

Forman, E., "The role of peer interaction in the social construction of mathematical knowledge", International Journal of Educational Research, 1989, 13, 1.

Observations from a study of collaborative problem solving are used to demonstrate the process of informal and implicit teaching or proleptic instruction.

Frieze, I. & Snyder, H., "Children's beliefs about the causes of success and failure in school settings", Journal of Educational Psychology, 1980, 72, 186-96.

Authors found different patterns of attributions for different classroom events (art project, sports, catching frogs, etc.).

Frieze, I., Snyder, H. & Fontaine, C. "Fifth graders' attributions and the attribution model during an actual examination", unpublished manuscript, Learning Research and Development Center, University of Pittsburgh, 1978.

Found differences in attributions according to subject: math invoked more ability attributions, social sciences invoked more effort attributions (N.B.: description of research not clear if authors used open-ended questions, data analysed in Weinerian categories).

Füglister, P., "'Aller chercher" pour enseigner dans la "zone proximale de développement": expériences et conséquences du projet du PNR EVA "Théories subjectives des maîtres d'études professionnelles concernant leur action d'enseignement", Bildungsforschung und Bildungspraxis, 1987, 1, 110-129.

Projet EVA qui a étudié les théories naïves qui influencent les enseignants aux écoles professionnelles.

Führer, U., "Learning how to act in an unfamiliar behaviour setting", paper presented at the Second European Conference for Research on Learning and Instruction, Tübingen, Sept. 19-22, 1987. This study was designed to test the impact of setting-specific prior knowledge, social density and subject-other goal congruence on question asking and action efficiency. The results indicate the impact of these factors, thus demonstrating that schema updating is a cognitive event on both the subject's prior knowledge and the immediate social context.

Furnham, A., Lay Theories: Everyday understanding of problems in the social sciences, Oxford: Pergamon Press, 1988.

Furter, P., La vie morale de l'adolescent, Neuchâtel: Delachaux et Niestlé, 1972.

Dans le ch. IV: "Maîtres et élèves dans la communauté scolaire", l'auteur parle de différents niveaux de la communication pédagogique, le rôle du maître comme présence, prestige social et la conscience professionnelle du corps enseignant, etc.

Fyans, L. & Maehr, M., "Attributional style, task selection and achievement", Journal of Educational Psychology, 1979, 71, 499-507.

Gardner, R., Social Psychology and second language learning: the role of attitudes and motivation, London: E. Arnold, 1985.

Gardner, R., Lalonde, R. & Moorcraft, R., "Second language attrition: the role of motivation and use", Journal of Language and Social Psychology, 1987, 6, 1.

This study investigated the nature of second language (French) skills lost by 12th grade students over the course of the summer vacation and the role played by attitudes and motivation in promoting language achievement and maintenance.

Gardner, H., "Beyond a modular view of mind", In: Damon, W. (ed.) Child Development Today and Tomorrow, San Francisco: Jossey-Bass, 1989.

Garfinkel, H., "Studies of the routine grounds of everyday activities", In: D. Sudnow (ed.), Studies in Social Interaction, New York: The Free Press, 1972.

Discussion of "background understandings" and 1) recognition of commonplace events, 2) social effects, 3) bewilderment, etc.

Garrod, S. & Anderson, A., "Saying what you mean in dialogue: a study in conceptual and semantic co-ordination", Cognition, 1987, 27, 2, 181-218.

This paper explores the way people co-ordinate their use and interpretation of language within the particular restricted context produced by a co-operative maze game. Authors suggest that general conventions of meaning may serve only as starting points for interpretation, perhaps giving a default meaning which may be overwritten by more local and transcendent conventions set up during the course of a dialogue.

Garrod, S. & Anderson, S., "Saying what you mean in dialogue: a study in conceptual and semantic co-ordination", Cognition, 1987, 27, 181-218.

This paper explores how conversants co-ordinate their use and interpretation of language in a restricted context (56 dialogues concerning a computer maze game). Two types of analysis are reported. The first is a semantic analysis of the various types of description which indicates how pairs of speakers develop different language schemes associated with different mental models. The second analysis concerns how the communicants co-ordinate in developing their description schemes. The results of this study would suggest that language processing in dialogue may be governed by local principles of interaction which have received little attention in psychological and linguistic literature to date.

Gauvain, M. & Rogoff, B., "Ways of speaking about space: The development of children's skill in communicating spatial knowledge", paper presented at the Annual Meeting of the Society for Research in Child Development, Baltimore, Maryland, April 1987.

Authors take the stance that children's performances in describing large-scale space are communication tasks.

Gauvain, M. & Rogoff, B. "Collaborative problem solving and children's planning skills", Developmental Psychology, 1988.

Gergen, K., "The social constructionist movement in modern psychology", American Psychologist, 1985, 40, 266-75.

Gilmour, R. & Duck, S., The emerging field of personal relationships, London: Lawrence Erlbaum, 1986.

Girod, R., Dupont, J.B. & Weiss, P., L'éventail des connaissances: niveau des recrues dans quelques domaines, Aarau: Sauerländer, 1987.

Analyse des tests de recrues (N > 35'000). Il paraît que, pour la lecture et le calcul, le niveau des jeunes est plus bas de nos jours, en Suisse, qu'à la veille de la guerre de 1914. D'un autre côté, on constate des progrès dans d'autres branches. En particulier, un test de logique a fait ressortir un excellent niveau moyen des capacités de raisonnement. Des progrès sont également enregistrés pour ce qui est des langues, tout spécialement l'anglais.

Giles, H. & St.Clair, R. (eds.), Recent advances in language, communication and social psychology, London: Lawrence Erlbaum, 1985.

Glaser, R., "Cognitive science and education", Cognitive Science, 1988, 115, 21-44.

Glaser, R. & Bassok, M., "Learning theory and the study of instruction", Annual Review of Psychology, 1989, 40, 631-66.

von Glaserfeld, E., "Learning as a constructive activity", In: C.Janvier (ed.), Problems of representation in the teaching and learning of mathematics, Hillsdale, N.J.: Lawrence Erlbaum, 1987.

A constructivist theory of knowledge which discusses communication and the subjectivity of meaning and the construction of viable knowledge.

Gschwind-Holtzer, G., Analyse sociolinguistique de la communication didactique: application à un cours de langue: De Vive Voix, Paris: Hatier, 1981.

Guerrand,R.H., C'est la faute aux profs!: pour une histoire du professorat XIXe-XXe siècles, Paris: La Découverte, 1987.

Guignard,N., Si l'erreur m'était contée..: Essai critique des évaluations et étude de quelques rapports entre apprentissage, recherche et évaluation, Collection Service de Recherche Pédagogique, no. 36, 1988.

Guist-Despraires,F., "Le sujet dans la représentation sociale", Connexions, 1988, no. 51, 83-97.

Gutknecht,E. & Schaller,J.C., "Die obligatorische Schulzeit aus der Sicht der 20jährigen/La scolarité obligatoire vue par les jeunes de 20 ans", In: Bericht über die pädagogischen Rekrutenprüfungen 1986, Bern: EDMZ, 1987.

Cette recherche a été menée dans le cadre des examens pédagogiques des recrues 1986. Les questions posées ont notamment pour objectifs de rechercher: comment les recrues jugent l'école, l'enseignement, les maîtres, etc.

Habermas,J., Morale et communication: conscience morale et activité communicationnelle, Paris: Cerf, 1986

Hadorn,R., Une relecture de l'échec scolaire: l'échec de la lutte contre l'ignorance, Genève: Service de Recherche Sociologique, 1987.

Hale,C., "A comparison of accounts: when is a failure not a failure?",Journal of Language and Social Psychology, 1987, 6, 2, 117-132.

The purpose of this study was to examine the relative effectiveness of various forms of accounts (confessions, apologies, excuses, justifications) as mechanisms for affecting the ways a particular failure event and the person committing the event were defined. Analysis of the data revealed that, overall, justifications were more effective in creating a favourable definition of the failure event and the person who committed the event.

Halldén,O., "Evolution: Discrepancy between school perspectives and pupil perspectives", paper presented at the Second European Conference for Research on Learning and Instruction, Tübingen, Sept. 19-22,1987.

Study aimed at understanding how pupils understand evolution, observing a class of Swedish gymnasium pupils. Difficulties in subject understanding may arise because of the existence of a discrepancy between pupils' spontaneous questions and the questions which instruction is designed to illuminate.

Hallinan, M. (ed.), The social organization of schools: new conceptualizations of the learning process, London: Plenum Press, 1987.

Hammersley, M., Ethnography: principles in practice, London: Tavistock Publ., 1983.

Hari, R., Le Cycle d'orientation de l'enseignement secondaire genevois: critique de l'information, Genève: Commission d'étude permanente du Cycle d'Orientation, 1973.

Harré, R., "The conditions for a social psychology of childhood", In: M. Richards (ed.), The Integration of a child into a social world, Cambridge: Cambridge University Press, 1974.

Description of the ethogenic point of view of the social psychology of childhood.

Harré, R. "The step to social constructionism", In: M. Richards & P. Light (eds.) Children of Social Worlds: Development in a social context, Cambridge: Polity Press, 1986.

Using Vygotsky, Mead etc. as theoretical foundations, Harré proposes a social constructionist perspective to child development. He discusses the concept of psychological symbiosis as a possible mechanism to account for the child's appropriation of social forms.

Hawkins, D., "The triangular relationship of teacher, student and materials", In: C. Silberman (ed.), The Open Classroom, New York: Random House, 1973.

Helmke, A., "Children's self-concept of ability and mathematics achievement", communication présentée au Congrès international sur "Le fonctionnement de l'enfant à l'école: bilans et perspectives de recherche", Université de Poitiers (France), 17-20 juin, 1987.

Sample of 652 5th & 6th grade pupils measured for math achievement and motivation. Results: whereas self-concept was significantly influenced by achievement in 5th grade, it had no significant causal effect on achievement. However, self-concept had a causal influence (path analysis) on later math achievement. It is mainly the quality

of effort which is influenced by self-concept of ability and in turn determines later achievement.

Heckhausen, H., "Causal attribution patterns for achievement outcomes: individual differences, possible types and their origins", In: F. Weinert & R. Kluwe (eds.), Metacognition, Motivation and Understanding, Hillsdale, N.J.: Lawrence Erlbaum, 1987.

Research on achievement attribution "styles" and learned helplessness.

Hedelin, L. & Sjöberg, L., "The development of interests in the Swedish comprehensive school", European Journal of Psychology of Education, 1989, 4, 1, 17-35.

In this study, Swedish pupils in grades 1 through 9 rated their interests in maths and Swedish. It was found that interests tended to decrease over time, especially in maths. High achievers were more interested but they as well as low achievers showed a drop in interest over the years at school.

Hess, R., Chih-Mei, C. & McDevitt, T., "Cultural variations in family beliefs about children's performance in mathematics: Comparisons among People's Republic of China, Chinese-American, and Caucasian-American families", Journal of Educational Psychology, 1987, 79, 2, 179-188.

Authors examined beliefs about children's performance in mathematics through interviews with mothers and their sixth-grade children in China and the US. The three cultural groups showed different patterns of attributions.

Hiebert, J. (ed.), Conceptual and procedural knowledge: the case of mathematics, Sussex, GB: Lawrence Erlbaum, 1987.

"This compilation is the first systematic analysis of an issue that promises to reveal underlying causes of student failures in mathematics". The contributors describe the complexities of the relationship between a person's ability to perform a task (procedural knowledge) and his or her ability to understand the task and why it is appropriate (conceptual knowledge).

Higgins, E. & Bryant, S., "Consensus information and the fundamental effort: The role of development and in-group versus out-group knowledge", Journal of Personality and Social Psychology, 1982, 43, 5, 889-900.

Found that nine year olds and adults were much less likely than four year olds to use consensus information when judging peers than when judging nonpeers, suggesting that judges are more likely to use self-provided consensus information when judging members of a social group to which they belong. There was also a developmental shift in general attributional bias. Nine year olds and adults had a person bias for peer targets, but they had no attributional bias for nonpeer targets.

Hofer, M., "Teacher blame and student inference", paper presented at the Second European Conference for Research on Learning and Instruction, Tübingen, Sept. 19-22, 1987.

Paper investigates the way pupils (13-18 years) interpret intended and/or expressed sanctions by looking at how their assumptions about the teacher's perceptions of the criticized pupil.

Hogg, M. & Abrams, D., Social Identifications: A social psychology of intergroup relations and group processes, London: Routledge, 1988.

Honey, M.A., "The interview as text: Hermeneutics considered as a model for analyzing the clinically informed research interview", Human Development, 1987, 30, 69-82.

Hermeneutics is considered as a model for analyzing interviews; specifically, the model developed by Paul Ricoeur attempting to resolve the dichotomy between explanation and understanding. Ricoeur's 'paradigm of the text' is discussed.

Hopper, R., Koch, S. & Mandelbaum, J., "Conversation Analysis methods", In: D. Ellis & W. Donahue (eds.), Contemporary Issues and Discourse Processes, Lawrence Erlbaum, 1986.

Article describes conversation analysis as a research method in communication studies, illustrated with analyzed examples of everyday discourse.

Hopper, R., "Speech, for instance. The exemplar in studies of conversation", Journal of Language and Social Psychology, 1988, 7, 1, 47-63.

This essay discusses studies of speech and language that base claims in exemplars. One exemplar school, conversational analysis, is contrasted with experimentation in terms of sampling, design, and techniques for analysis.

Huber,G. & Mandl,H., "Spiegeln Lehrerurteile über Schüler die implizite Persönlichkeitsstruktur der Beurteiler oder der Beurteilungsbögen?" Zeitschrift für Entwicklungspsychologie und Pädagogische Psychologie, 1979, 11, 218-231.

Huber,G. & Mandl,H., "Access to teacher cognitions: problems of assessment and analysis", In: R. Halkes & J. Olson (eds.), Teacher Thinking: A new perspective on persisting problems in education, Lisse, Netherlands: Swets & Zeitlinger, 1984.

Article describes methodological criteria and ways of validation of teacher cognitions (in view of an explanation and modification of teaching) with examples of empirical studies. Speaks of subjective theories of teachers, problems with teachers' self-reports (involving action-directing cognitions) and in testing teachers' subjective theories.

Hull, R., The Language Gap: How classroom dialogue fails, New York: Methuen, 1985.

Hundeide,K., "Metacontracts for situational definitions and for presentation of cognitive skills", The Quarterly Newsletter of the Laboratory of Comparative Human Cognition, 1988, 10, 3, 85-91.

Author speaks of multiple definitions of testing situations, the problem of intersubjectivity, changing the metacontract of the testing situation, dramaturgical and operative competence and the presentation of cognitive skills.

Huteau,M. & Vouillot,F., "Variations structurales de l'image de soi en fonction du sexe et du niveau scolaire chez les élèves de l'enseignement secondaire (3e et terminale)", Psychologie et Education, 1987, XI, 3/4, 15-27.

L'analyse de covariations entre 39 descripteurs de l'image de soi (descripteurs relatifs à la personnalité et au statut) a été effectuée sur des groupes de filles et de garçons en classe de 3e et en terminale (n=1599). L'image de soi apparaît plus complexe en terminale. La différenciation entre les sexes est plus marquée en terminale également, ceci tient à la position de l'identité sexuelle et des caractéristiques physiques.

Ickes,W. & Layden,A., "Attributional styles", In: J. Harvey, W. Ickes & R. Kidd (eds.), New Directions in Attribution Research, vol. 2, Hillsdale, N.J.: Lawrence Erlbaum, 1978.

Imbach, J.M., "Romands et Suisse-Allemands: des obstacles linguistiques", Thema (magazine sur la recherche scientifique dans les hautes écoles suisses), 1987, no.4, 17-18.

Description des recherches de Py et Lúdi sur la communication intergroupe en Suisse dans les situations "asymétriques".

Ingleby, D., "Development in a social context", In: M. Richards & P. Light (eds.) Children of Social Worlds: Development in a social context, Cambridge: Polity Press, 1986.

Review of the "paradigm shift" in developmental psychology. Author presents a brief summary of social constructionism, pragmatism, ethnomethodology, etc.

Isambert-Jamati, V., Culture technique et critique sociale à l'école élémentaire, Paris: PUF, 1984.

"On parle aujourd'hui de l'"échec scolaire" dans l'absolu, comme on parle de "la drogue", comme on parlait naguère de "l'avortement"".

Jagmetti, R., "Die Landessprachen als Element schweizerischen Gleichgewichts", conférence prononcée à l'occasion de l'Assemblée annuelle de l'ASSH, le 13 juin 1987, Rapport de Gestion 1987, 15-24.

Jahoda, G., "Critical notes and reflections on 'social representations'", European Journal of Social Psychology, 1988, 18, 3, 195-211.

This paper examines the conceptual structure of social representations and some of its underlying assumptions. "There appears to be a number of internal inconsistencies and some doubt concerning the logical status of social representations." Author also speaks of the relationship between social representations and "allied" concepts".

Javeau, C., "Pour une sociologie descriptive de la vie quotidienne: quelques pistes et quelques détours", Recherche Sociologique, 1982, no. 1-2.

Jaulin-Mannoni, F., Le pourquoi en mathématique: pour une analyse critique de l'acte pédagogique, Paris: Editions ESF, 1975

Joansson, B., Marton, F. & Svensson, L., "An approach to describing learning as change between qualitatively different conceptions", In: Cognitive Structure and Conceptual Change, London: Academic Press, 1985.

Description of the authors' approach to learning and its methodological implications. Learning is defined as a "qualitative change in a person's conception of a certain phenomenon or of a certain aspect of reality, it is a distinct change in how that phenomenon is perceived".

de Jong, F.P., "Registration of self-regulation processes by means of thinking aloud during text processing", paper presented at the Onderwijs Research Dagen, Groningen, May 25-25, 1987.

Research shows that when students are pressed to verbalize about their behaviour during task at fixed moments and in almost retrospective manner they are more superficial in their expression of thoughts.

de Jong, F.P., "Differences in self-regulation processes between 'good' and 'poor' students and the prediction of learning performances by comprehension and learning from text", paper presented at the Second European Conference for Research on Learning and Instruction, Tübingen, Sept. 19-22, 1987.

"Poor" and "good" performers registered their self-regulations during learning from text. A selection of the metacognitive processes as inferred from the thinking aloud protocols seem to be a good predictor of the learning results. It can be concluded from the set that activities of the categories "monitoring", "directing" and "testing" are very relevant for the text learning process.

Joseph, G., "Foundations of eurocentricism in mathematics", Race and Class, 1987, XXVIII, 3, 13-28.

Author argues that an understanding of the dynamics of precolonial science and technology in Third World societies and an identification of the nature of the base on which the superstructure of modern science rests are essential for formulating a strategy of meaningful adaptation of the indigenous forms that remain to present-day scientific and technological requirements.

Kahn, R., The Dynamics of interviewing: Theory, technique and cases, London: John Wiley, 1967.

Kaput, J., "Representation systems and mathematics", In: C. Janvier (ed.), Problems of representation in the teaching and learning of mathematics, Hillsdale, N.J.: Lawrence Erlbaum, 1987.

Discussion of representation in mathematics reasoning touching upon the issue of the use of external representations (symbolic configuration), examining 7 situations in math to illustrate the representational nature of math.

Karmiloff-Smith, A., "From metaprocess to conscious access: Evidence from children's metalinguistic and repair data", Cognition, 1986, 23, 95-147.

Author suggests that representational change could be better explained by a successful action rather than a failure. While failure may generate behavioural change, in contrast, the prerequisite for representational change is a procedural success.

Karniol, R., "Not all failures are alike: self-attribution and perception of teachers' attributions for failing tests in liked versus disliked subjects", British Journal of Educational Psychology, 1987, 57, 1, 21-25.

Ninth grade students made attributions for failing tests in liked versus disliked subjects and indicated the attributions their teachers would make for their failure outcomes. Students employed, and expected that their teachers would employ, different patterns of causal attribution to explain their failure in liked versus disliked subjects, with the former yielding more test-specific attributions. Students expected teachers to make more chance attributions and less attributions to test-taking problems and difficulty of the test than students themselves made for liked subjects. Teachers were expected to cite the student's lack of ability for failure on tests in disliked subjects more than students themselves did. Results are discussed in reference to levels of "ego-involvement".

Keckeis, P., "Sprechen, Denken, Schreiben: Widersprüche in einem viersprachigen Land", conférence prononcée à l'occasion de l'Assemblée annuelle de l'ASSH, le 13 juin 1987, Rapport de Gestion 1987, 25-38.

Kessel, F. & Siegel, A. (ed.), The Child and Other Cultural Inventions, New York: Praeger, 1983.

Klaghofer, R., Oser, F. & Patry, J.L., "Der Lehrer - Besser als sein Ruf", In: Bericht über die pädagogischen Rekrutenprüfungen 1986, Bern: EDMZ, 1987.

Cette enquête par questionnaire a touché 3529 recrues et a essayé de déterminer comment les recrues voient l'enseignant-type, l'enseignant-idéal et le mauvais enseignant. "Les réponses des recrues démontrent que les enseignants concrets sont meilleurs que leur réputation et que l'enseignant idéal n'est pas une utopie".

Kohl, H., On becoming a teacher, London: Methuen, 1986.

Kolde, G., Sprachkontakte in Gemischtsprachigen Städten, Weisbad Steiner Verlag, 1981.

Recherche sur les attitudes suisse-romandes/suisse-allemandes.

Koller, K. & Nay, S.M., Einschulung und Schulerfolg, Zürich: Universität Zürich, Psychologisches Institut, Abteilung Angewandte Psychologie, 1986.

Projet de recherche avec le but de vérifier s'il subsiste, trois ans plus tard, des différences dans les domaines cognitif et social entre des enfants qui ont fait une entrée "normale" à l'école, des enfants qui ont fréquenté une "classe d'introduction", et ceux qui ont doublé à l'école maternelle (N=303). Selon les résultats, les enfants qui ont fréquenté la classe d'introduction ont été jugés moins favorablement dans les domaines social et cognitif.

Konold, C., "Testing hypotheses from clinical interviews", In: H. Helm & J. Novak (eds.), Proceedings of the International Seminar on Misconceptions in Science and Mathematics, Cornell University, June, 1983.

The clinical interview is characterized as a three stage methodology for formulating and testing hypotheses regarding alternative conceptions:

- 1) the interviewer formulates hypotheses of a particular student's reasoning and tests these in the form of probes during the interview
- 2) several individuals independantly analyze the recorded interviews
- 3) recyclage of agreed-upon hypotheses through another state of data collection and analysis.

Kontos, S., "Adult-child interaction and the origins of metacognition", Journal of Educational Research, 1983, 77, 43-54.

Krampen, G., "Differential effects of teacher comments", Journal of Educational Psychology, 1987, 79, 2, 137-146.

Author presents an analysis of the effect of three kinds of teacher comments on grades in mathematics (social-comparison, subject-matter, and intraindividually oriented) on 385 6th to 10th grade pupils. Effects of comments persisted after the experimental period for school-related personality variables but not for math performance.

Kropf, T., Kommunikative Funktionen des Dialekts im Unterricht: Theorie und Praxis in der deutschen Schweiz, Tübingen: Niemeyer, 1986.

Essai d'attribuer des fonctions communicatives précises à des transitions de la langue standard au dialecte dans l'enseignement. Le travail se fonde sur l'analyse de leçons (1P à 8e). L'auteur démontre que l'utilisation du dialecte dans l'enseignement n'est pas la conséquence d'un manque de compétence linguistique, mais peut préciser l'attitude sous-jacente d'un message, structurer la leçon en indiquant le passage d'une séquence à l'autre, etc.

Kozulin, A., "Social Contexts misconstrued: the case of Soviet developmental psychology", Human Development, 1987, 30, 6, 336-340.

Critique of Werstch & Youniss (1987) hypothesis of the development of developmental psychology as a response to the social task of "nation building". Author examines the context of the development of Vygotsky's theory.

Kubli, F., "Psychologie sociale et didactique des mathématiques et des sciences naturelles", conférence donnée à l'Université de Neuchâtel (dans le cadre du Séminaire de Psychologie), 23 1988.

Kubli, F., Interesse und Verstehen in Physik und Chemie, Köln: Aulis Verlag Deubner, 1987.

Kubli, F., Erkenntnis und Didaktik: Piaget und die Schule, München: Ernst Reinhardt Verlag, 1983.

Kubli, F., Piaget und Naturwissenschaftdidaktik, Köln: Aulis Verlag Deubner, 1981.

Kupfersmid, J., "Improving what is published: a model in search of an editor", American Psychologist, 1988, 43, 8, 635-642.

Discussion of researchers' dissatisfaction with what is published in professional journals. Three areas of discontent are reviewed: 1) focus on irrelevant topics, 2) the use of statistical significance testing resulting in meaningless or unusable findings, 3) the bias of the decision-making process for manuscript acceptance/rejection. An

alternative model for manuscript submission is proposed.

Lacasa, P., "Adult-child interaction and peer relationship: action, representation and learning process", International Journal of Educational Research, in press.

Research analyzing the role of social interaction as related to the reconstruction or reporting of an action with the aim of determining the kinds of social interactions that best facilitate the process of grasp of consciousness. Analysis looked at adult-child interaction and peer relationship, the interacting child's developmental level, and the role of socio-cognitive conflict as an instructional strategy.

Laforge, R., Psychopathologie de l'échec, Paris: Payot, 1944.

Lamb, C.E., "'Do they hear what I say? And do they understand what I mean?'" In: H. Helm & J. Novak (eds.), Proceedings of the International Seminar on Misconceptions in Science and Mathematics, Cornell University, June, 1983.

Author examines communication in the mathematics classroom, looking at possible causes and remedies of misunderstandings between teacher and pupils: an informal look at common misconceptions in the elementary school mathematics classroom.

Landert, C., Gehen oder bleiben? Volksschullehrer im Zweifel, Zürich: Institut für praxisorientierte Sozialforschung (IPSO), 1985.

L'auteur considère l'importance numérique des abandons du métier d'enseignant comme symptôme de malaise, comme indicateur de conditions de travail déplorables ou comme preuve de la nécessité de réformes scolaires. 337 enseignants (du canton Thurgovie) ont répondu à un questionnaire. Résumé des résultats: "l'institution Ecole ne donne pas à l'enseignant moyen assez de gratification personnelle pour le convaincre d'y poursuivre sa carrière individuelle".

Lang, J.B., Fonctionnement de l'expérimentation des ouvrages d'allemand au degré 7, IRDP, 1986. (Regards, 86.303)

Ce rapport décrit et analyse les conditions dans lesquelles s'est déroulée l'expérimentation (avec manuels d'allemand) et il rend compte de l'accueil de la méthode par les enseignants, les élèves et les parents.

Latour, B., "The politics of explanation: An alternative", In: S. Woolgar (ed.), Knowledge and Reflexivity: New frontiers in the sociology of knowledge, London: Sage, 1988.

The author briefly outlines some of the politics of explanation, then tackles the crucial problem raised by reflexive writers such as Woolgar: we cannot innocently develop still another social science. He argues that their solution (meta-reflexivity) is too narrow and sterile and argues in favour of an alternative, infra-reflexivity.

Lave, J. (ed.), "The social organization of knowledge and practice: a symposium", Anthropology and Education Quarterly, 1985, 16, 3, 171-213.

A special number on above topic, articles include:

Lave, J. "Introduction: Situationally specific practice"

Scribner, S. "Knowledge at work"

Gladwin, . "In conclusion: abstraction vs. "how it is"".

Lave, J., Murtaugh, M. & de La Rocha, O., "The dialectical construction of arithmetic practice", In: B. Rogoff & J. Lave (eds.), Everyday Cognition: Its Development in Social Context, Cambridge, MA.: Harvard University Press, 1984.

Lave, J., "The culture of acquisition and the practice of understanding", Report no. IRL88-0007, Institute for Research on Learning, Palo Alto, Ca., May 1988.

This paper uses theories of social practice about the nature of learning coupled with ethnographic studies of the social structuring of school and apprenticeship to explore a socio-logical explanation of learning failure at school.

Lecomte, A. & Glady, M., "Analyse du discours et représentations sociales", In: J.L. Beauvois, R.V. Joule & J.M. Monteil (eds.), Perspectives cognitives et conduites sociales 2: Représentations et processus socio-cognitif, Cousset: DelVal, 1989.

Les auteurs adoptent une approche critique de la notion de représentation sociale et proposent une analyse discursive.

Leder, G., "Teacher-student interaction: a case study", Educational Studies in Mathematics, 1987, 18, 355-271.

This study regards possible differences in interaction patterns between teachers and different groups of students (high and low achievers, girls and boys). Analyzed videotapes of teacher-pupil interactions in a 6th grade classroom during mathematics, language, and science. Found important differences in the quantity and the quality of teacher interactions with "best" and "weakest", and with girls and boys.

Leder, G., "The image of mathematics in society: a case study", paper presented at the Sixth International Congress on Mathematical Education, Budapest, July 27-Aug 3, 1988.

Le Poutier, F. "Acquisition de la norme d'internalité et activité évaluative", In: J.L. Beauvois, R.V. Joule & J.M. Monteil (eds.), Perspectives cognitives et conduites sociales 2: Représentations et processus socio-cognitif, Cousset: DelVal, 1989.

L'auteur a analysé la relation entre la norme d'internalité et l'évaluation des compères (par catégorisation) chez 130 élèves de 6e. Il a trouvé que les enfants utilisant un système de catégorisation à tendance évaluative (plutôt que descriptive) ont préféré les réponses internes pour expliquer les événements négatifs qui surviennent dans le contexte de l'école (échec, etc.).

Lesh, R., Post, T. & Behr, M., "Representations and translations among representations in mathematics learning and problem solving", In: C. Janvier (ed.), Problems of representation in the teaching and learning of mathematics, Hillsdale, N.J.: Lawrence Erlbaum, 1987.

This article identifies 5 distinct types of representation systems that occur in mathematics learning and problem solving and discusses the transformations among them and transformations within them.

A new procedure for the identification of dimensions of culture based on a within-culture standardization.

Levine, J. & Green, S., "Acquisition of relative performance information: the roles of intrapersonal and interpersonal comparison", Personality and Social Psychology Bulletin, 1984, 10, 385-393.

Levine, J. & Moreland, R., "Outcome comparisons in group contexts: consequences for the self and others", In: R. Schwarzer (ed.), Self-related Cognitions in Anxiety and Motivation, Hillsdale, N.J.: Lawrence Erlbaum, 1986.

Levine, J. & Russo, E., "Majority and minority influence", In: C. Hendrick (ed.), Review of Personality and Social Psychology: Group Processes (vol.8), Newbury Park, Ca.: Sage, 1987.

Levine, J. & McBurney, D., "The role of olfaction in social perception and behavior", In: C. Herman, M. Zanna & E. Higgins (eds.), Physical Appearance, Stigma, and Social Behavior: the Ontario Symposium, Vol. 3, Hillsdale, N.J.: Lawrence Erlbaum, 1986.

L'Hôte, M., Les Notes à l'École, Paris: Syros, 1987.

Little, A.W., "The child's understanding of the causes of academic success and failure: a case study of British schoolchildren", British Journal of Educational Psychology, 1985, 55, 11-23.

Study asked: 1) what type of explanations are used freely by children to explain academic success and failure? 2) How frequently are they used? and 3) Do these explanations vary developmentally? 18 categories used to classify children's responses (N=149, 5-14 years) to 6 achievement stories. Found that categories used by attribution models are "useful but limited". Use of attributions varied by age.

Lorenzi-Cioldi, F., Individus dominants et groupes dominés: images masculines et féminines, Grenoble: Presses Universitaires de Grenoble, 1988.

Lorenzi-Cioldi, F. & Meyer, G., "A propos de l'identité sociale des jeunes immigrés", Studi Emigratorie, 1986, XXIII, 81, 51-70.

Enquête auprès des élèves en fin de scolarité obligatoire regardant les discours des élèves suisses et immigrés. Dans quelles conditions les jeunes immigrés s'affirment-ils en tant que tels? Conclusion: il ne suffit pas pour autant de connaître les insertions groupales des élèves pour prédire les formes et les expressions concrètes de l'identité sociale. "Les modes de questionnement, les mises en situation de l'individu tel qu'ils existent dans un questionnaire exercent leur propre détermination sur l'expression de l'identité sociale".

Lüdi, G. & Py, B., Etre bilingue, Bern: Peter Lang, 1986.

Enquête qualitative menée à Neuchâtel auprès d'une dizaine de familles originaires d'Espagne et de Suisse alémanique.

Lunt,P., "The perceived causal structure of examination failure", British Journal of Social Psychology, 1988, 27, 2, 171-181.

The application of network analysis to the modelling of ordinary perceptions of causality was tested. Subjects judged the causal interconnections among a set of causes. A network analysis was performed to identify the causal model underlying these judgements. Three types of casual role were identified (distal, mediating and proximal). The relationship between causal role in the network and locus, stability, and controllability was examined.

Lyons,W., The Disappearance of Introspection, Cambridge, MA.: The MIT Press, 1986.

McClelland,G., "Interpreting evidence about misconceptions", In: H. Helm & J. Novak (eds.), Proceedings of the International Seminar on Misconceptions in Science and Mathematics, Cornell University, June, 1983.

Evidence for the existence of alternative frameworks in science has been obtained from interviews with children and from responses to specific tasks. Author feels that, although children need to be able to cope with the world of experience, this does not mean that they need to develop coherent and interconnected explanatory concepts, unless for some reason the phenomena involved are emotionally charged and recurrent and, hence, salient to the child.

McKinley,A. & Potter,J., "Social representations: a conceptual critique", Journal for the Theory of Social Behaviour, 1987, 17, 4, 471-488.

This article first attempts to collate Moscovici's diverse comments on definitional criteria of social representations and then discusses four basic "areas of difficulty" with the theory.

McLaughlin,M., Cody,M. & O'Hair,H., "The management of failure events: some contextual determinants of accounting behaviour", Human Communication Research, 1983, 9, 208-224.

MacNeil,L. Contradictions of control: School structure and school knowledge, London: Routledge & Kegan Paul, 1986.

MacPherson,J., The Feral Classroom: High school students' construction of reality, London: Routledge & Kegan Paul, 1983.

Mannings,P., Semiotics and fieldwork, London: Sage Publications, 1987.

Mannoni,P., Des bons et des mauvais élèves, Paris: Editions ESF, 1986.

Marsh,P. Rosser,E. & Harré,R., The Rules of Disorder, London: Routledge & Kegan Paul, 1978 (reprinted 1987).

Through analysis of interviews with adolescents, the authors examine the processes of construction of order, ritual, hierarchies, status, etc. The authors view incidents of classroom and football violence not as "a savage, mindless phenomenon, as disorder for its own sake, but as rational and orderly, strictly bound by the rules". By their analysis of accounts and interpretations by the participants themselves, the authors attempt a new theory of social psychology of action.

Marton,F., "The phenomenology of learning: A qualitative approach to educational research and some of its implications for didactics", paper presented at the Second European Conference for Research on Learning and Instruction, Tübingen, Sept. 19-22, 1987.

From a phenomenographical perspective, in order to change students' understanding of the phenomena they are supposed to learn, we have to reveal what their understanding of those phenomena is like.

Marton,F. & Saljo,J., "On qualitative differences in learning: Outcome as a function of learner's conception of the task",British Journal of Educational Psychology, 1976, 46, 115-127.

Marton,F., "Phenomenography: a research approach to investigating different understanding of reality", Journal of Thought, 1986, 21, 3, 28-49.

Paper presents examples of phenomenography and makes explicit general aspects of the method. The evolution of the method is discussed, its similarities and differences with the phenomenological movement are elaborated. The relevance of this method for educational research is clarified.

Marton,F. & Saljo,R., "On qualitative differences in learning: outcome and process", British Journal of Educational Psychology, 1976, 46, 4-11.

Materska, M., Garot, M.H. & Ehrlich, S., "Les désorganisations de la représentation de soi à l'entrée au Collège", European Journal of Psychology of Education, 1987, 1, 4, 61-77.

On a comparé les représentations de soi des élèves de 10-14 ans. Les résultats montrent une baisse sensible de la cohérence de la représentation de soi en classe de 6e, baisse nettement plus marquée pour les mauvais élèves. Les corrélations entre "l'image réelle" du maître et les images propres et sociales des élèves ne sont positives et significatives qu'en classe de CM2 (10 ans) avec les bons élèves.

Mathématique 7-8-9: moyens d'enseignement des cantons de Suisse Romande: état de situation au 1er septembre 1986 (rassemblé par le Service des moyens d'enseignement), IRDP, 1986. (Regards, 86.311)

Ce document établit l'inventaire des manuels scolaires en vigueur dans les cantons de la Suisse romande pour l'année scolaire 1986-1987.

Medway, F., "Developmental aspects of self and other causal attributions", Psychological Reports, 1979, 45, 155-159.

Mehan, H., "The competent student", Anthropology and Education Quarterly, 1980, 11, 131-152.

The question asked in this paper "What do students need to know in order to participate effectively in the classroom?" is answered in terms of the synchronization of students' behaviour with interactional contexts and the interactional work of mutually ratified and constructed environments.

Mehan, H., Griffin, P., "Socialization: the view from classroom interactions", In: D. Zimmerman & C. West (eds.), Language and Social Interaction, special issue of Sociological Inquiry, 1980, 50, no.s 3-4, 357-392.

Study of the "mundane accomplishments of humanity" in educational settings focusing on instances where the "expert" (i.e., the teacher) is undergoing socialization (construction of social identity) by pupils.

Mehan, H., "The structure of classroom discourse", In: T. Van Dijk (ed.), Handbook of Discourse Analysis, vol. 3, London: Academic Press, 1985.

Discussion of the structure of classroom events and lessons, cross-cultural variations in lesson structure, everyday vs. educational discourse, etc.

Mercer, N., Edwards, D. & Maybin, J., "Putting context into oracy: the construction of shared knowledge through classroom discourse", In: M. Maclure, T. Phillips & A. Wilkinson (eds.), Oracy Matters, Milton Keynes: Open University Press, 1988.

Merton, R., The focused interview: a manual of problems and procedures, Glencoe, Ill.: The Free Press, 1956.

Métraux, G., Marcellus, B. & Marcellus, O., "Comment, à quinze ans, on perçoit les inégalités sociales", Etudes Pédagogiques (Annuaire de l'instruction publique en Suisse), 1979, 68-88.

Analyse des réponses de 304 élèves de 9e aux questions ouvertes sur une dizaine de situations d'inégalités (y compris les élèves des différentes sections du Cycle).

Meyer, J., "Causal attribution for success and failure: A multivariate investigation of dimensionality, information and consequences", Journal of Personality and Social Psychology, 1980, 38, 704-718.

Meyer, J. & Koelbl, S., "Dimensions of students' causal attributions for test performance", Personality and Social Psychology Bulletin, 1982, 8, 951-962.

Meyer, R., "Image de soi et statut scolaire: Influence des déterminants familiaux et scolaires chez des élèves du cours moyen", Bulletin de Psychologie, 1987, XL, 382.

Etude sur deux variables médiatrices du rapport entre image de soi et performance scolaire : 1) l'intérêt que portent les parents au travail scolaire de l'enfant et 2) le degré de compétition instauré par l'enseignant dans sa classe.

Mishler, E., Research Interviewing: Context and narrative, Cambridge, Ma.: Harvard University Press, 1986.

Author examines interviews as speech events, looking at the joint construction of meaning, meaning in context and the empowerment of respondents. Using examples, he shows how the discourse of the interview is jointly constructed by the interviewer and respondent and how both questions and answers are formulated in, developed through, and shaped by the discourse between participants. He tries to bring into the foreground the hidden problem of power and looks at

the impact of different forms of practice on respondents' modes of understanding.

Mollo-Bouvier, S., La sélection implicite à l'école, Paris: PUF, 1986.

Ce livre trace le passage de la sélection dans la clandestinité au moment où l'installation du collège unique a supprimé les voies institutionnalisées de la différenciation scolaire. L'étude menée auprès des enfants montre que ces derniers construisent les représentations de leur avenir scolaire et social à partir de leurs informations, elles-mêmes largement dépendantes de la distance socioculturelle de chacun à la culture scolaire. L'analyse des jugements et des pronostics des élèves a dégagé l'expression de l'organisation de constellations de représentations sur lesquelles se greffe le niveau axiologique.

Monteil, J.-M., "Pour une contribution de la psychologie sociale expérimentale à l'éducation", Revue Française de Pédagogie, 1985, no. 71, 47-61.

L'auteur passe en revue diverses recherches en psychologie sociale qui ont une application à la pédagogie.

Monteil, J.M., "Savoirs, psycho-sociaux et éducation: les relations entre groupes, la dissonance cognitive", Revue Française de Pédagogie, 1987, no. 79.

L'auteur passe en revue les théories sur les relations intergroupes et la dissonance cognitive.

Monteil, J.M., Bavent, M.F. & Lacassagne, M.F., "Attribution et mobilisation d'une appartenance idéologique: un effet polydoxique", Psychologie Française, 1986, 31, 2, 115-121.

L'expérience a regardé l'influence de variables idéologiques (i.e., appartenance aux syndicats) et de position sur les attributions d'échec scolaire d'un élève.

Monteil, J.M., "Comparaison sociale. Stratégies individuelles et médiations socio-cognitives. Un effet de différenciations comportementales dans le champ scolaire", European Journal of Psychology of Education, 1988, 3, 1, 3-18.

Trois expérimentations sont présentées qui ont manipulé de la comparaison sociale, des modes d'insertion sociale et des attributions de réussite et d'échec. Les résultats font apparaître chez les sujets des modifications de performances en fonction des

différentes insertions sociales manipulées.

Moscovici, S. "Answers and questions", Journal for the Theory of Social Behaviour, 1987, 17, 4, 513-529.

Moscovici responds to English criticism of theory of social representations put forth in the preceding articles in this special issue.

Moscovici, S., "Notes towards a description of social representations", European Journal of Social Psychology, 1988, 18, 3, 211-250.

Moscovici responds to his critics. Author outlines the nature of social representation, their capacity to create information, their functions, etc.

Muller, L., Recherches sur la compréhension des règles algébriques chez l'enfant, Delachaux & Niestlé, 1958.

Musgrave, P., The moral curriculum: a sociological analysis, London: Methuen, 1978.

Näf, A., "Le bon usage, c'est mon usage: Normes linguistiques et procédés de correction de la rédaction", Annales de l'Université de Neuchâtel, 1985-1986.

"Leçon inaugurale" sur le concept de norme linguistique et l'école comme médiatrice de la norme

L'auteur parle de sa recherche sur la correction des textes d'élèves: hypothèse: "les informateurs (futurs enseignants) jugent plus sévèrement l'acceptabilité d'un item si ce dernier est mis en relief et est présenté comme une intervention correctrice d'un enseignant" conclusion: "la mise en relief et la concentration de l'attention sur l'item ont pour conséquences que des informateurs qui d'eux-mêmes ne seraient pas choqués par un passage déterminé se mettent à le rejeter. Le soulignement possède une telle force suggestive que beaucoup d'informateurs mettent en cause, grâce à lui, des passages qui, autrement, auraient passé inaperçus".

Nelson, K., Making Sense: The acquisition of shared meaning, London: Academic Press, 1985.

Nespor, J., "Theoretical note: on students' experiences across grade level", Anthropology and Education Quarterly, 1986, 17, 4, 203-216.

Hypothesis: we cannot understand and explain processes taking place in classrooms by limiting frameworks to only what goes on in the classroom, we must also look at pupils' past experience:

- school career as collection of allocative decisions
- task as tool for studying intergrade connections
- variation in task structure across grades
- definition and perception of tasks

Newman, D., Griffin, P. & Cole, M., "Social constraints in laboratory and classroom tasks", In: B. Rogoff & J. Lave (eds.), Everyday Cognition: Its development in social context, Cambridge, MA: Harvard University Press, 1984.

Research compared 4th graders behaviour on same task presented in laboratory/classroom and club setting. Authors tried to make children use task learned in interaction with experimenter in classroom setting and found very little transfer. Authors explain this in reference to difficulty of classroom (chemistry) activity: "in an important sense, the experimenter and teacher were treating the child's production as if it were a poorly executed attempt to achieve an agreed-upon goal. In education, such assumptions may be a way of importing the goal into Teacher-Child interaction and, from there, into the child's independent activity...In psychology, such overriding assumptions can be dangerously misleading" (p.190). Conclusion: the effort to make the same task happen in two different settings led to the identification of two very different ways in which people are confronted with tasks...how the task "is made to happen" is not an incidental aspect of the task.

Nimier, J., Affectivité et mathématiques, Stock, 1976.

Nimier, J., "Rôle de l'inconscient dans l'attitude des élèves à l'égard des mathématiques", Psychiatrie de l'enfant, 1980, no.2.

Nimier, J., Les maths, le français, les langues...A quoi ça me sert? (l'enseignant et la représentation de sa discipline), Paris: Cedic, 1985.

"L'enseignant doit à la fois identifier la représentation qu'il a de la discipline et reconnaître à quoi elle lui sert dans l'équilibre de sa personnalité".

Nisan, M., "Teachers' behaviour and the child's sense of obligation and learning orientation", paper presented at the Second European Conference for Research on Learning and Instruction, Tübingen, Sept. 19-22, 1987.

Paper deals with the effect of teachers' behaviour on students' learning from the view point of the students' sense of obligation toward school learning. This source of motivation has two foundations: recognition that learning and self-development are of intrinsic value, and perception of "contract", i.e., recognition that participation in school implies acceptance of the condition of an implicit contract between the child, the school, and the teachers.

Nisan, M., "Moral norms and social conventions: a cross-cultural comparison", Developmental Psychology, 1987, 23, 5, 719-725.

120 children in 1st and 4th grade (secular urban jews, secular kibbutz jews, and traditional Arab villagers) were asked to evaluate breaches of moral and conventional norms. Unlike the other two groups, the traditional group judged all behaviours as bad even when permitted. Results are interpreted in terms of 2 distinct orientations to social norms.

Nizet, J., Violence et ennui: malaise au quotidien dans les relations professeurs-élèves, Paris: Presses Universitaires de France, 1984.

Noce, G. & Pontecorvo, C., "Social representations in educational psychology: theoretical models and attributions in school contexts", paper presented at the Second European Conference for Research on Learning and Instruction, Tübingen, Sept. 19-22, 1987.

Study concerns attributions of psychology students concerning problematic school situations (vignettes). Found "the persistence of stereotyped interpretations, undue attributions and commonsense knowledge systems".

Noel, B. "Contribution à l'étude de la métacognition: élaboration d'un modèle à partir d'analyses de cas d'enfants de fin de l'école primaire", Thèse de doctorat, Université de l'Etat Mons, 1987-88.

A partir de la question "Comment l'élève perçoit-il qu'il a compris?", une étude sur la régulation par l'élève de ses processus cognitifs par l'examen de comment l'élève réagit quand on le met dans une situation où il doit évaluer sa propre compréhension et réfléchir sur les facteurs qui l'y ont conduit.

Olkinuora, E., "The relationships of success/failure at school with types of orientation and casual attributions of pupils analyzed in longitudinal perspective", communication présentée au Congrès international sur "Le fonctionnement de l'enfant à l'école: bilans et perspectives de recherche", Université de Poitiers (France), 17-20 juin, 1987.

A 5 year follow-up study (interviews, tests, questionnaires, etc.) of 12 "poor" pupils (5th grade). Results: orientations as means of adaptation seem to maintain pupils' relative academic status and maintain learning difficulties of poor pupils.

Olson, J., "What makes teachers tick? Considering the routines of teaching", In: R. Halkes & J. Olson (eds.), Teacher Thinking: A new perspective on persisting problems in education, Lisse, Netherlands: Swets & Zeitlinger, 1984.

Author explores the possibility that although teachers may not always be able to tell us "what was in their mind" when doing this or that we would be wrong to assume that something unconsidered was going on: routines are the highest expression of what teachers know how to do. Speaks of difference between tacit and articulate knowledge and focal and subsidiary awareness.

Oser, F., Patry, J.L., Zutavern, M., & Haefliger, R., "Lehrerethos: Strukturen der Normen von Lehrern" (les structures des normes subjectives de l'enseignant), projet FNRS, 1986-1989.

Cette recherche a pour objectif d'étudier au moyen de méthodes empiriques (entretiens semi-cliniques, tests, enquête écrite, observation) "l'éthique subjective" des enseignants ("convictions intimes") qui déterminent leurs actions.

Osser, H., "Children's mathematical problem-solving strategies", paper presented at the Third European Conference on Developmental Psychology, Budapest, June 15-19, 1988.

The purpose of this study was to work toward an adequate account of how children solve mathematical problems. The children (8-11 years old) were asked to solve typical school mathematics problems and to explain what they were doing and why they were doing it. The children were also questioned about classroom rules and conventions governing what went on during mathematics lessons. The interview and performance data have been examined to identify and organize explanatory variables of the type suggested by Action Theory.

Osser,H., Rudmin,F., & Sorensen,M., "Just putting down numbers: the child's (and teacher's) definitions of "learning maths"", In: H. Helm & J. Novak (eds.), Proceedings of the International Seminar on Misconceptions in Science and Mathematics, Cornell University, June, 1983.

What cognitive and metacognitive resources does the child use to make school mathematics meaningful? The procedures employed to answer this question were a combination of classroom observations of a series of elementary mathematics lessons and interviews with the children and the teacher following the lessons.

The interview questions were posed to the children as they worked on math problems and were designed to reveal each child's (1) definition of the task; (2) evaluation of the type and difficulty level of the problem; (3) selection of an algorithm; (4) choice of aids; (5) recording of intermediate values; and (6) mode of checking the results.

The results indicated significant differences between the teacher's and the children's values, concepts, guiding theories and problem-solving strategies in doing math.

Parker,I., "Social representations: Social psychology's (mis)use of sociology", Journal for the Theory of Social Behaviour, 1987, 17, 4, 447-470.

Author argues that the key to the confusion about social representations in the Anglo-American world -its attempt to gloss over the problem of individualism - lies in the historical and extant relationship that holds between the disciplines of psychology and sociology.

Parsons,J., "Mathematics: influences and attitudes", Technical Report, University of Michigan, 1980.

Investigation of 7th & 9th graders' and their parents' attitudes toward math and their experiences with this branch (success, failure). Using recursive path analysis, the authors found: "children's self-concept and task concept were more directly correlated to their parents' beliefs about their math aptitude and potential than to their performance and their sex".

Parsons,J., Graham,N. & Honess,T., "A teacher's implicit model of how children should learn", British Education Research Journal, 1983, 9, 91-101.

Perret, J.F. & Taillard, A., "Des élèves parlent de ce qu'ils apprennent à l'école", In: D. Bain et al., La Recherche au Service de l'enseignement?, Genève: Centre de Recherches Psychopédagogiques, 1988.

Enquête conduite auprès d'élèves de 12-13 ans sur ce qu'ils estiment important d'apprendre à l'école, ce qu'ils apprennent à l'école, etc.

Perrez, M., Supersaxo, A. & Kramis, J., "The influence of teachers' attributions on tendencies of causal attributions and anxiety in pupils", Freiburg: Universität Freiburg, Psychologisches Institut, Abt. Klinische Psychologie, 1987, (Forschungsbericht Nr. 64).

Une étude qui visait à diminuer l'anxiété à l'école par l'augmentation des compétences.

Pepitone, A. & Triandis, H. "On the universality of social psychological theories", Journal of Cross-Cultural Psychology, 1987, 18, 4, 472-499.

Authors argue that without being connected to the biology of the organism or to the features of the ecology or social structure that are common to mankind, there is no a priori basis for assuming that social psychological theories to be universal.

Peters, J., "Teaching: Intentionality, reflection and routines", In: R. Halkes & J. Olson (eds.), Teacher Thinking: A new perspective on persisting problems in education, Lisse, Netherlands: Swets & Zeitlinger, 1984.

Author stresses the need to look at teachers' subjective theories in the context of the actual teaching-learning situation in order to fully apprehend the complexities with which teachers are dealing. Speaks of 3 key concepts in didactic activity: intentionality, reflection and routines as normative-theoretical considerations.

Peverelli, J.L., "Jusqu'au bout de la langue", Thema (magazine sur la recherche scientifique dans les hautes écoles suisses), 1987, no.4, 17-18.

Brève description des recherches sur la langue faites par E. Roulet, U. Windisch, J.P. Bronckhart, R. Williams et Meyer et Lorenzi-Cioldi.

Pillon, A. & Lafontaine, C., "Les attributs linguistiques de la féminité et de la masculinité: enquête sur les représentations des adolescents", Informations sur les Sciences Sociales, 1988, 27, 3, 421-438.

Enquête sur 100 élèves de l'école secondaire (Liège) à qui l'on a demandé si, à leur avis, les hommes et les femmes parlaient de la même manière. "Notre enquête a montré que les adolescents se représentent le langage des hommes et celui des femmes de manière différenciée."

Pimm, D., Speaking mathematically: communication in mathematics classrooms, London: Routledge & Kegan Paul, 1987.

Plummer, D. & Graziano, W., "Impact of grade retention on the social development of elementary school children", Developmental Psychology, 1987, 23, 2, 267-275.

This study explored the hypothesis that peer discrimination may be a consequence of school failure (n=219 2nd and 5th graders). Specifically, it was expected that retained children would a) receive unfavorable peer attributions, b) be assigned lower social status, c) be targets of peer discrimination and d) have lower expectations for themselves and for school. Evidence for peer discrimination was found but effects were moderated by age, gender, and relative physical size. Contrary to prediction, failed children had higher self-esteem than did nonretained children.

Pope, M. & Scott, E., "Teachers' epistemology and practice", In: R. Halkes & J. Olson (eds.), Teacher Thinking: A new perspective on persisting problems in education, Lisse, Netherlands: Swets & Zeitlinger, 1984.

Authors contend that teachers' views on knowledge and theories of learning will affect practice in the classroom. A short summary of current work, describing research findings based on a study of student teachers and practising teachers views' of knowledge, learning and implications for the practice of teaching is given.

Posner, G.J., "A model of conceptual change: present status and prospect", In: H. Helm & J. Novak (eds.), Proceedings of the International Seminar on Misconceptions in Science and Mathematics, Cornell University, June, 1983.

A general model of conceptual is presented, discussing its applicability to the study of student learning and teachers' thinking.

Postleweite, N., School organization and student achievement: study based on achievement in mathematics in twelve countries, Stockholm: Almqvist & Wiksell, 1967.

Potvin, P., "Le sentiment de responsabilité d'enseignants du secondaire à l'égard du rendement de leurs élèves", communication présentée au Congrès international sur "Le fonctionnement de l'enfant à l'école: bilans et perspectives de recherche", Université de Poitiers (France), 17-20 juin, 1987.

Le "Responsability for Student Achievement Questionnaire" a été rempli par 29 enseignants. Résultats: les enseignants ont tendance à se sentir responsables des succès des élèves mais à attribuer les échecs plutôt aux événements extérieurs. Les femmes ont tendance à se sentir plus responsables que les hommes.

Potvin, P., "High school teacher's sense of responsibility toward student achievement", Journal Européen de Psychologie de l'Éducation, 1988, numéro spécial hors serie.

The study presented was designed to answer the following questions a) what is the sense of high school teachers toward the successes and failures of their students? b) is the sense of responsibility toward successes and failures different from that toward failures? c) do teachers working with students with learning difficulties have a different sense of responsibility from those working with regular students?

Pramling, I. "The origin of the child's idea of learning through practice", European Journal of Psychology of Education, 1986, 1, 31-46.

149 pre-schoolers were interviewed about their perceptions of learning and their own role in the learning process:

learning to do: as doing

by getting older		doing incidently
by experience :	by doing	: by practising
	perceiving	
	by thinking	

Premack, D & Woodruff, G., "Does the chimpanzee have a theory of the mind?", The Behavioural and Brain Sciences, 1978, 4, 515-526.

A theory of mind is considered as a system of inferences of mental states which are not directly observable. Authors found that a chimp could consistently choose the correct solution to a series of videotaped scenes of a human actor struggling with a variety of problems. Thus, it is assumed that the animal recognized the videotape as presenting a problem, understood the actor's purpose, and chose alternatives compatible with that purpose.

Putman, H., Mind, Language and Reality, Cambridge: Cambridge University Press, 1975.

Rabbie, J. & Horwitz, M., "Categories versus groups as explanatory concepts in intergroup relations", European Journal of Social Psychology, 1988, 18, 2, 11-124.

Radziszewska, B. & Rogoff, B., "Influence on adult and peer collaborators on children's planning skills", Developmental Psychology, 1988, 24, 6.

Article examined the effect of collaboration with an adult or a peer on children's independent errand planning. Results showed that there was more use of sophisticated planning methods, greater involvement of children in such methods, and more frequent communication of planning strategies in adult-child dyads than in peer dyads.

Rault, A., Echecs et difficultés scolaires, Paris: PUF, 1987.

Resnick, L. & Ford, W. (eds.), The psychology of mathematics for instruction, Sussex, GB: Lawrence Erlbaum, 1981.

This book addresses a central question: What do children do when they perform mathematical tasks such as those they encounter in the classroom?

Resnick, L., "Learning in school and out", polycopié.

Resnick, L. & Nelson-Le Gall, S., "Meaning construction in mathematical problem solving", polycopié.

Restivo, S. "Representations and the sociology of mathematical knowledge", In: Belisle, C. & Schiele, B. (eds.), Les Savoirs dans les Pratiques Quotidiennes: Recherche sur la représentation, Paris: Editions du Centre National de la Recherche Scientifique, 1984.

This is a working paper on the problem of representation in the sociology of mathematics. Author proposes the hypothesis that mathematical representations are socially constructed around social interests. Article is an exploration of the social construction of mathematics ground in an emancipatory epistemic strategy with the aim to de-alienate and de-fetishize cognition, knowledge and representation.

Resweber, J.P., Qu'est-ce qu'interpréter?: Essais sur les fondements de l'herméneutique, Paris: Ed. du Cerf, 1988.

Richards, M. (ed.), The Integration of a child into a social world, Cambridge: Cambridge University Press, 1974.

Includes articles by J. Shotter, J. Bruner, D. Ingleby, and R. Harré.

Richards, M. & P. Light (eds.), Children of Social Worlds: Development in a social context, Cambridge: Polity Press, 1986.

Includes articles by Paul Light, R. Harré, A. Oakley, D. Ingleby, and W.P. Robinson.

Richardson, K. & Sheldon, S. (eds.), Cognitive Development to Adolescent, Hove: Lawrence Erlbaum, 1988.

Rogoff, B., "Integrating context and cognitive development", In: M. Lamb & A. Brown (eds.), Advances in Developmental Psychology, Hillsdale, N.J.: Lawrence Erlbaum, 1982.

Rogoff, B., "Adult assistance of children's learning", In: T. Raphael (ed.), The Contexts of School-based Literacy, New York: Random House, 1986.

Rogoff, B. & Gauvain, M., "A method for the analysis of patterns, illustrated with data on mother-child instructional interactions", In: J. Valsiner (ed.), The Role of The Individual Subject In Scientific Psychology, New York: Plenum, 1986.

Rogoff, B., Malkin, C. & Gilbride, K., "Interaction with babies as guidance in development", In: B. Rogoff & J. Wertsch (eds.), Children's Learning in the Zone of Proximal Development, New Directions for Child Development, no. 23, San Francisco: Jossey-Bass, 1984.

Rogoff, B., Mistry, J., Radziszewska, B. & Garmond, J., "Infants' instrumental social interaction with adults", In: S. Feinean (ed.), Social Referencing and the Social Construction of Reality in Infancy, New York: Plenum, in press.

Ropo, E. & Kiehelä, H., "Teachers' questions: Some differences between expert and novice teachers", paper presented at the Second European Conference for Research on Learning and Instruction, Tübingen, Sept. 19-22, 1987.

Report of results of a pilot study of a larger project aimed at discovering the differences in questioning behaviour in expert and novice teachers (7th-12th grade, math & history) by observation of 3-4 ordinary teaching seances per subject (n=20). Results showed that expert teachers were able to carry out longer, more structured and sophisticated discussions than novices, including giving hints and scaffolding. Experts also asked more questions and seemed to be better able to take into account students' answers.

van Rossum, E.J. & Schenk, S.M., "The relationship between learning conception, study strategy and outcome", British Journal of Educational Psychology, 1984, 54, 73-83.

Study of the ways in which students "tackle" the studying of a text, using the distinction of deep-level and surface-level approach. Authors investigated the extent to which these study strategies can be related to the views of students on learning itself ("learning conceptions") and the quality of learning outcomes.

Roulet, E., Langue maternelle et langues secondes: vers une pédagogie intégrée, Paris: Hatier, 1980.

Rousvoal, J., "Les représentations de l'enfant au cours préparatoire, ses rapports avec la réussite et l'échec scolaires", Revue Française de Pédagogie, 1987, 79, 15-34.

Analyse de l'influence de la représentation qu'a le maître de l'enfant (le primaire) sur son style pédagogique et sur la qualité des apprentissages scolaires de ses élèves.

Ruthven, K., "Ability stereotyping in mathematics", Educational Studies in Mathematics, 1987, 18, 3, 243-253.

Ability is a concept central to the current practice of mathematics teaching. However, the widespread view of mathematics learning as an ordered progression through a hierarchy of knowledge and skill, mediated by the stable cognitive capability of the individual pupil,

can be only sustained as a gross global model. In effect, individual pupils, and groups of pupils are subject to ability stereotyping.

Sagar, A. & J. Schofield, "Racial behavioral cues in black and white children's perceptions of ambiguously aggressive acts", Journal of Personality and Social Psychology, 1980, 39, 4, 590-598.

Säljö, R., Learning and Understanding, Göteborg: Acta Universitatis Gothoborgensis, 1982.

Author showed that students' conceptions of learning and their own role in the learning process influenced what they learn from texts.

Säljö, R. & Wyndhamn, J., "Cognitive operations and educational framing of tasks: School as a context for arithmetic thought", Scandinavian Journal of Educational Research, 1988, 32, 2, 61-71.

In a naturalistic experiment in a primary school setting, it is shown how performance at group level on an elementary arithmetic task is influenced by the immediate context in which the problem is presented. Differences in performance between achievement groups are amplified by corresponding differences in discovering and using analogies between problems as heuristic aids. It is also argued that the functional meaning of the task as pedagogical praxis may differ between contexts.

Salonen, P., "Learning disabled childrens' coping strategies", communication présentée au Congrès international sur "Le fonctionnement de l'enfant à l'école: bilans et perspectives de recherche", Université de Poitiers (France), 17-20 juin, 1987.

A theoretical and empirical analysis of motivational, emotional and socio-cognitive aspects of the person-situation interaction which may contribute to subnormal cognitive performance. Depending on their learning history, as well as on the features of the current performance situation, children may become sensitized to different demand aspects of the situation: 1) task orientation, 2) social dependence orientation, 3) ego-defensive orientation. 12 subjects (10-14 years) were observed in various situations for coping strategies.

Schank, R.C., Explanation Patterns: Understanding mechanically and creatively, Hillsdale, N.J.: Lawrence Erlbaum, 1986.

With a combination of psychology and artificial intelligence, the author analyzes ordinary explanations.

Schiffman, R. & Wicklund, R., "Eine Kritik der Social Identity Theory von Tajfel & Turner", Zeitschrift für Sozialpsychologie, 1988, 19, 3, 159-174.

Schiffrin, D., "Discovering the context of an utterance", Linguistics, 1987, 25, 1, 11-32.

After describing some methods of data collection and analysis, this paper proposes a model of local discourse contexts and suggests that particular expressions (discourse markers) provide clues about where speakers/hearers locate their utterances within the contexts defined by this model. Markers are a device which can be used with contextualization cues (Gumperz) and sociolinguistic variables (Labov) to index utterances to the local, interpretative and social contexts of an utterance.

Schneuwly, B., "Les capacités humaines sont des constructions sociales. Essai sur la théorie de Vygotsky", European Journal of Psychology of Education, 1987, 1, 4, 5-16.

Dans la théorie de Vygotsky, la différenciation entre psychologie génétique et psychologie de l'éducation n'a pas de sens. Cette thèse est prouvée par un exposé de quelques principes psychologiques fondamentaux développés par Vygotsky.

Schofield, J., "Complementary and conflicting identities: images and interaction in an interracial school", In: S. Asher & J. Gottman (eds.), The Development of Children's Friendships, New York: Cambridge University Press, 1981.

Schofield, J., "Causes and consequences of the colorblind perspective", photocopié, 1986.

Schofield, J., "Increasing the generalizability of qualitative research", In: E. Eisner & A. Peshkin (eds.), Qualitative Research in Education, New York: Teachers College Press, in press.

Schofield, J. & Anderson, K., "Combining quantitative and qualitative components of research on ethnic identity and intergroup relations", In: J. Phinney & J. Rotheram (eds.), Children's Ethnic Socialization: Pluralism and Development, Newbury Park, Ca.: Sage, 1987.

Schofield, J. & Verban, D., "Barriers and incentives to computer usage in teaching", Technical Report no.1, University of Pittsburgh, Sept. 1988.

Schönbach, P., "A category system for account phases", European Journal of Social Psychology, 1980, 10, 195-200.

Schönbach, P., "Accounts of men and women for failure events: applications of an account-phase taxonomy", In: G. Semin & Krahé, B. (eds.), Issues in Contemporary German Social Psychology: History, Theories and Application, London: Sage Publications, 1987.

Research on account episodes for failure events: 180 University students were asked to role-play and give accounts in response to 3 vignettes (breach of trust, neglected supervision, dubious self-defence). Results: women appear to be more willing than men to offer an account (as opposed to a justification, for ex.) and to make concessions with respect to their own causal part in the failure event.

Schrodt, P., Microcomputer methods for Social Scientists, 2nd edition, London: Sage Publications, 1987.

Guide to microcomputer usage for social scientists includes material on the development of mainframe-quality statistical packages for micros.

Schuster, B., Forsterlung, F. & Weiner, B., "Perceiving the causes of success and failure: a cross-cultural examination of attributional concepts", Journal of Cross-Cultural Psychology, 1989, 20, 2, 191-213.

Two groups of participants (taxi-drivers and civil servants) from Belgium, West Germany, India, South Korea and England rated Weinerian causes on four causal dimensions.

Schwander, M., "La Suisse: Pont entre les cultures", conférence prononcée à l'occasion de l'Assemblée annuelle de l'ASSH, le 13 juin 1987, Rapport de Gestion 1987, 39-46.

Schwarz, N., Strack, F., Müller, G. & Chassein, B., "The range of response alternatives may determine the meaning of the question: further evidence on informative functions of response alternatives", Social Cognition, 1988, 6, 2, 107-117.

Authors present research that shows that the range of response alternatives induces respondents to consider different behavioural instances to be the target of the question (using frequency scales). Moreover, the different behavioural instances activated by the response scales influenced subjects' interpretation of a related situation, even when an explicit report of an example was not required. Authors also compared responses to open-ended questions with closed questions.

Scott, M. & Lyman, S., "Accounts", In: G. Manis & B. Meltzer, (eds.), Symbolic Interaction, (2nd ed.) Boston: Allyn and Bacon, 1972.

Shotter, J., "The social construction of an "us": problems of accountability and narratology", In: R. Burnett, P. McGhee & D. Clarke (eds.), Accounting for Relationships: explanation, representation and knowledge, London: Methuen, 1987.

Discussion of difficulties of accounting for activities in progress, joint actions.

Shotter, J., "The development of personal powers", In: M. Richards (ed.), The Integration of a child into a social world, Cambridge: Cambridge University Press, 1974.

The concern of this chapter is with how it is possible for people to behave responsibly and with how the ability is developed. Shotter hypothesizes that its growth involves different kinds of interactions and negotiations over a considerable period of time.

Shultz, T. & Butkovsky, I., "Young children's use of the scheme for multiple sufficient causes in the attribution of real and hypothetical behaviour", Child Development, 1977, 48, 464-469.

Shute, V., Glaser, R. & Raghavan, K., "Inference and discovery in an exploratory laboratory", Technical Report no.10, Center of the Study of Learning, Learning Research and Development Center, University of Pittsburgh, Feb. 1988.

Skinner, E., Chapman, M. & Baltes, P., "Children's beliefs about control, means-ends, and agency: Developmental differences during middle childhood", International Journal of Behavioural Development, 1988, 11, 3, 369-388.

Cross-sectional age differences in control, means-ends and agency beliefs were studied in 240 children aged 7-12 years "The increase in the perceived accessibility of powerful others is an especially noteworthy finding".

Sieber, P. & Sitta, H., Mundart und Standardsprache als Problem der Schule, Verlag Saverlander, 1986.

Sims-Knight, J. & Kaput, J., "Misconceptions of mathematical symbol systems: an overview", In: H. Helm & J. Novak (eds.), Proceedings of the International Seminar on Misconceptions in Science and Mathematics, Cornell University, June, 1983.

Research focuses on the difficulties students have in translating the content of a problem into mathematical symbol systems. Authors feel that the crux of such difficulties lies in misconceptions of mathematical symbol systems, i.e., in the failure to appreciate that mathematical symbol systems differ in crucial ways from "natural" representation systems, viz., language and imagery.

Smedslund, J., "Revising explications of common sense through dialogue: 36 psychological theorems", Scandinavian Journal of Psychology, 1982, 23, 299-305.

Research used interesting methodology for studying "common sense" ideas about achievement behaviour.

Smedslund, J., Psycho-logic, Berlin: Springer, 1988.

Sperber, D. & Wilson, D., "Mutual knowledge and relevance in theories of comprehension", In: N.V. Smith (ed.), Mutual Knowledge, London: Academic Press, 1982.

Article explores the notion that we always assume that what others have said must make some sense.

Sperber, D. & Wilson, D., "Précis of Relevance: Communication and cognition", Behavioural and Brain Sciences, 1987, 10, 4, 697-754.

Authors present a "précis" of their book which is then picked apart by open peer commentary.

SRESAS, Nouvelles études sur l'échec scolaire, Paris: I.N.R.P., 1978.

Stefanska-Klar, R., "A representation of the pupil and its consequences for a teacher conduct planning", paper presented at the Second European Conference for Research on Learning and Instruction, Tübingen, Sept. 19-22, 1987.

The poster presented 2 studies designed to explore the relationship between a teacher's representation of the pupil and his style of formation of didactic-tutorial plans.

Tammivaara, J. & Enright, D., "On eliciting information: dialogues with child informants", Anthropology & Education Quarterly, 1986, 17, 218-38.

Basic discussion of the methodological problems of interviewing children. Authors discuss:

- dual nature of questions: informational and relational
- formulation of questions: creating categories
- interviewing the young child
- correcting "adult-centrism"
- how to change child's perception of adult's experimenter's status
- tips on how to conduct interviews
- child's awareness of adult and child cultures.

Telasi, H. "Influence of situational factors on causal attributions of college females", Psychological Reports, 1977, 41, 495-502.

Terhart, E., "The professional ethics of teachers as a result of a developmental process: conditions and consequences", paper presented at the Second European Conference for Research on Learning and Instruction, Tübingen, Sept. 19-22, 1987.

The professional ethics of the teaching profession is not simply adopted by the novice. Instead, a continuing process of exchange and equilibration between the given set of professional norms and the personal convictions concerning education and teaching leads to an individual pattern of self-obligation that is part of the professional identity of the teacher.

Terlon, C., "Filles et garçons devant l'enseignement scientifique et technique: recherches anglo-saxonnes", Revue Française de Pédagogie, 1985, no.72, 51-59.

Une enquête bibliographique (littérature anglo-saxonne) sur les différences garçons-filles en matière d'attitudes et de réussite dans les domaines scientifiques:

- 1) recherches dans le domaine de psychologie cognitive
- 2) recherches sur la socialisation différente des sexes.

Thommen, B., Alltagspsychologie von Lehrern über verhaltensauffällige Schüler, Bern: Huber, 1985.

(théorie naïve: le savoir dont se sert l'enseignant dans la pratique quotidienne afin d'expliquer et de prédire certains comportements des élèves)

La recherche a regardé comment les enseignants s'expliquent les comportements de leurs élèves et a essayé ensuite de modifier ces théories.

Trevarthen, C., "Instincts for human understanding and for cultural cooperation: their development in infancy", In: M. von Cranach, K. Foppa, W. Lepenies & D. Ploog (eds.), Human Ethology: Claims and Limits of a New Discipline, Cambridge: Cambridge University Press, 1979.

Discusses the notion of "intersubjectivity" (Bruner credits him as being the originator of the term).

Trognon, A. & Pillot, M., "Perspectives cognitives et pratiques discursives: à propos de la norme d'internalité", In: J.L. Beauvois, R.V. Joule & J.M. Monteil (eds.), Perspectives cognitives et conduites sociales 2: Représentations et processus socio-cognitif, Cousset: DelVal, 1989.

Cette étude sur le discours des formateurs des jeunes a mis en évidence que ces formateurs usent différemment de la norme d'internalité dans des entretiens menés conversationnellement et un questionnaire construit à partir de l'analyse de contenu de ces entretiens.

Trueba, H., "Culturally based explanations of minority students' academic achievement", Anthropology and Education Quarterly, 1988, 19, 3, 270-287.

Review of theory and research on minority student achievement.

Tudge, J. & Rogoff, B., "Peer influences on cognitive development: Piagetian and Vygotskian perspectives", In: M. Bornstien & J. Bruner (eds.), Interaction in Human Development, Hillsdale, N.J.: Lawrence Erlbaum, in press.

Article reviews peer interaction research from Piagetian and Vygotskian perspectives.

Turiel, E., "The social construction of social construction", In: Damon, W. (ed.) Child Development Today and Tomorrow, San Francisco: Jossey-Bass, 1989.

Author discusses school of social constructionism with specific regard to morality.

Turner, G., The Social World of the comprehensive school: How pupils adapt, London: Croom Helm, 1983.

Turner, J., "Comments on Doise's "Individual and social identities in intergroup relations", European Journal of Social Psychology, 1988, 18, 2, 113-116.

Discussion de l'article de Doise dans le même numéro.

Vallacher, R. & Wegner, D., "What do people think they're doing? Action identification and human behaviour", Psychological Review, 1987, 94, 1, 3-15.

Discussion of action identification theory which predicts that the level of identification of action most likely to be adopted by the actor is dictated by processes reflecting the trade-off between concerns.

Valsiner, J. & Van Der Veer, R., "On the social nature of human cognition: An analysis of the shared intellectual roots of George Herbert Mead and Lev Vygotsky", Journal for the Theory of Social Behaviour, 1988, 18, 1, 117-136.

An historical overview of the sociogenic perspective on personality, reviewing 5 sociogenetic theorists: Baldwin, Royce, Janet, Mead and Vygotsky.

Van Kleeck, M., Hillger, L. & Brown, R., "Pitting verbal schemas against information variables in attribution", Social Cognition, 1988, 6, 2, 89-106.

The implicit causal schemas of interpersonal experience verbs were shown to moderate the influence of information concerning consensus and distinctiveness on causal attributions. Subjects' causal ratings revealed that implicit causality significantly moderated informational influence but did not overpower it.

Vayer, P. & Roncin, C., L'enfant et le groupe : la dynamique des groupes d'enfants dans la classe, Paris: PUF, 1987.

Vergnaud, G., "Problem-solving in the learning of mathematics", paper presented at the Second European Conference for Research on Learning and Instruction, Tübingen, Sept. 19-22, 1987.

In maths, the study of problem-solving and concept development cannot be separated: the emergence of a new concept is tied to practical and theoretical problems to be solved. One must also look at the relationship of concepts and procedures to situations that make them meaningful and operational.

Verin, A., "Apprendre à écrire pour apprendre les sciences", Aster, Institut National de Recherche Pédagogique, 1988, no.6, 15-46.

L'auteur essaye de caractériser les fonctions spécifiques à l'enseignement des sciences des différents écrits produits par les élèves et de proposer une réflexion sur la façon dont on peut apprendre aux élèves à écrire en sciences à travers l'analyse de situations d'enseignement.

Veziin, J-F., "Children's verbalizations and evaluation of message comprehensibility in the classroom", paper presented at the Third European Conference on Developmental Psychology, Budapest, June 15-19, 1988.

This paper describes the results of research using situations of controlled communication close to teacher-pupil communication, paying particular attention to verbalizations as comprehension level cues. Author argues that pupils evaluate the comprehensibility of a message by situating it within a more general context including comparison to typical classroom scenes.

Vogt, R., Observation de l'introduction de Vorwärts: avis des enseignants de 5S, Lausanne: Département de l'instruction publique et des cultes, Centre vaudois de recherches pédagogiques, 1986 (30 p.).

Enquête par questionnaire parmi tous les maîtres d'allemand ayant enseigné en 5S en 84-85 et 85-86 (N=130) sur la nouvelle méthodologie d'allemand. "Les avis des maîtres consultés sont favorables dans une très large mesure".

Voigt, J., Die ersten sechs Minuten der Einführung in die Flächenberechnung - Eine Interaktionsanalyse anhand eines Unterrichtstranskripts, Unpublished paper. Bielefeld: Institut für Didaktik der Mathematik, 1985.

Voigt, J., "Patterns and routines in classroom interaction", Recherches en Didactique des mathématiques, 1985, 6, 1, 69-188.

Microethnographic study of typical processes of solving mathematical tasks (8th calculus) with the formal instruction dialogue (analysis of video). Concepts of "interaction pattern" and "routine" used to show implicit regularities of functioning of instruction: "The assumption that the knowledge acquired in this mathematics instruction and the procedures of handling them in some way reflect the regularities of classroom interaction, serves to point out unintended and undesirable effects on the pupils' learning behaviour."

Vygotsky, L.S., The Collected Works of L.S. Vygotsky, London: Plenum Press, 1987.

Vygotsky, L.S., Problems of General Psychology, London: Plenum Press, 1987.

Includes: Thinking and speech

Wallat, C. & Green, J., "Construction of social norms by teacher and children: the first year of school", In: K.M. Borman (ed.), The Social Life of Children in a Changing Society, Hillsdale, N.J., Lawrence Erlbaum, 1982.

This paper describes the theoretical rationale and microethnographic methodology used in the analysis of classroom contexts using videotapes from a kindergarten classroom during one school year. Aim is to examine (1) the relationship between sociolinguistic (verbal and non-verbal cues) and pedagogical communication variables, (2) the development of social and instructional contexts of the classroom, and (3) the conventions that develop in small groups.

Warden, D., "Children as ear-witnesses: reporting conversations and arguments", paper presented at the Third European Conference on Developmental Psychology, Budapest, June 15-19, 1988.

This paper discusses experimental work with children, aged 7-11 years, and adults, comparing written and oral reporting, immediate and delayed reporting, etc.

Webb, N. (ed.), "Peer interaction, problem-solving, and cognition: Multidisciplinary perspectives", International Journal of Educational Research, 1989, 13, 1.

Issue includes:

Damon, W. & Phelps, E., "Critical distinctions among three approaches to peer education"

Webb, N., "Peer interaction and learning in small groups"

Forman, E., "The role of peer interaction in the social construction of mathematical knowledge"

Hertz-Lazarowitz, R., "Cooperation and helping in the classroom: A contextual approach."

Wegner, D. & Vallacher, R., "The trouble with action", Social Cognition, 1987, 5, 3, 179-190.

Discussion of the concept of action and its "problems". Authors state that, as compared to behaviour, it is more likely that action 1) has obvious consequences, 2) is merely illusory, 3) is open to interpretational ambiguity, 4) is complicated by multiple psychological accompaniments, and 5) suggest the causal efficacy of human agency.

Weiner, B., Amirkhan, J., Folkes, V., & Verette, J., "An attributional analysis of excuse giving: Studies of a naive theory of emotion", Journal of Personality and Social Psychology, 1987, 52, 316-24.

Weiner, B. & Peter, N., "A cognitive-developmental analysis of achievement and moral judgements", Developmental Psychology, 1973, 9, 290-390.

Weiner, B. & Graham, S., "An attributional approach to emotional development", In: C. Izard, J. Kagan & R. Zajonc (eds.), Emotions, Cognition and Behaviour, Cambridge: Cambridge University Press.

Wertsch, J.V., Vygotsky and Social Formation of Mind, Cambridge, Mass.: Harvard University Press, 1985.

Wertsch, J., "A sociocultural approach to mind", In: Damon, W. (ed.) Child Development Today and Tomorrow, San Francisco: Jossey-Bass, 1989.

Wertsch discusses Vygotsky's and Bakhtin's contributions to the theory of mind in developmental psychology.

Wertsch, J. & Youniss, J., "Contextualizing the investigator: the case of developmental psychology", Human Development, 1987, 30, 18-31.

Authors examine the influence of socio-historical contexts on the formulation of issues in developmental psychology, looking at American and Soviet psychology.

Wetherell, M. & Potter, J., "Discourse analysis and the identification of interpretative repertoires", In: C. Antaki (ed.), Analysing Everyday Explanation: A casebook of methods, London: Sage, 1988.

Authors present approach to lay explanations taken by discourse analysis, attempting, in particular, to demonstrate the value of "interpretative repertoires" as a basic analytic unit.

Weyl-Kailey, L., Victoire sur les maths, Paris: Editions Robert Laffont, 1985.

L'auteur propose une explication psychologique du blocage devant les maths. Elle met au point une psychopédagogie qui essaye de rendre aux "moins doués l'espoir de pénétrer un jour les arcanes mystérieux de l'abstraction mathématique". Elle parle du "refus du nombre", "refus du moins", "refus de la structure et de la loi".

Weyl-Kailey, L., Victoires sur les maths: comprendre les causes de l'échec et réhabiliter les nuls en maths, Paris: Robert Laffont, 1985.

White, S., "Psychology as a moral science", In: F. Kessel & A. Siegel (eds.), The Child and Other Cultural Inventions, New York: Praeger, 1983.

Whitehead, G., Anderson, W. & Mitchell, K., "Children's causal attributions to self and other as a function of outcome and task", Journal of Educational Psychology, 1987, 79, 2, 192-194.

This study tested 3 hypotheses: 1) children do not attribute positive outcomes more to internal causes and their negative outcomes more to external causes, 2) children attribute the outcome of others more to internal causes on an academic task than they do on a leisure task, and 3) children attribute their own outcomes to external causes and another's outcome to internal causes. Subjects were 103 1st - 4th graders. Hypothetical events were used with prescribed attributions (ability, effort, task, luck).

Wilkinson, C. & Marrett, C. (eds.), Gender influences in the classroom, London: Academic Press, 1985.

Windisch, U., Le Raisonnement et le Parler Quotidiens, Lausanne: Editions L'Age d'Homme, 1985.

L'ouvrage fait état des résultats de recherches empiriques sur la nature et le fonctionnement des différentes manières de penser et de parler de "Monsieur Tout-le-Monde" en regardant 3 thèmes:

- 1) le degré de concentration ou de décentration cognitive
- 2) la causalité sociale (les diverses manières d'expliquer la réalité sociale) et
- 3) la perception du temps.

Woods, P., Inside Schools: ethnography in educational research, London: Routledge & Kegan Paul, 1986.

Woods, P. "Social factors affecting the child: Function in the classroom", Journal Européen de Psychologie de l'Education, 1988, numéro spécial hors serie.

This paper considers some examples of the mismatching of the ways pupils and teachers think and proposes a model which includes cognitive, curricular and social matching.

Woolgar, S., "Reflexivity is the ethnographer of the text", In: S. Woolgar (ed.), Knowledge and Reflexivity: New frontiers in the sociology of knowledge, London: Sage, 1988.

Discussion of the fundamentals and varieties of reflexivity.

Wosinski, M., "Injustice in interactions between teachers and pupils", paper presented at the Second European Conference for Research on Learning and Instruction, Tübingen, Sept. 19-22, 1987.

Two field studies looked at experiences of injustice occurring in a population of teachers and pupils. Tested 3 hypotheses: 1) injustice may change the usual patterns of interaction, 2) prolonged experience of injustice may lead to some changes in rules, and 3) prolonged experience of injustice may develop a tendency to competitive, co-operative or individualistic behaviour in pupils.

Worrall, N., Worrall, C. & Meldrum, C., "Children's reciprocations of teacher evaluations", British Journal of Educational Psychology, 1988, 58, 78-88.

This study followed 3 classes over the school year, comparing teacher ratings of children's classroom demeanour, children's interpretations of this evaluation and children's own ratings of teachers' classroom management. The overall picture was of girls and high achievers favouring and being favoured by their teachers (authors did not look at social class). Children clearly detected the boy-girl

differentiation but not the differentiation by achievement group.

Yackel, E., Cobb, P. & Wood, T., "Small group interactions as a source of learning opportunities in second grade mathematics", Journal for Research in Mathematics Education Monograph, in press.

Zellweger, R., "Ein Vormittag in der Moskauer Oberschule N52", Schweizer Lehrerzeitung, 23. Dezember 1985.

Zellweger, R. "Enseigner l'allemand à Neuchâtel: privilège ou pénitence?", Annales de l'Université de Neuchâtel, 1985-1986.

"Leçon d'adieu" sur les attitudes vers l'apprentissage de l'allemand à Neuchâtel, regard historique.