
Contents

Introduction	xi
Stéphanie BRIDOUX, Nicolas GRENIER-BOLEY, Caroline LEININGER-FRÉZAL	
About the Authors	xvii
Part 1. The Links Between University Pedagogy and Didactics	1
Chapter 1. Why and How has Anglophone University Pedagogy Moved Closer to Francophone Subject Didactics?	3
Denis BERTHIAUME	
1.1. Introduction.	3
1.2. Some contextual elements: pedagogy versus didactics	5
1.3. English-speaking university pedagogy.	7
1.4. An approach to the disciplinary pedagogical knowledge of university teachers.	11
1.4.1. The pedagogical knowledge base of university teachers	12
1.4.2. Disciplinary specificity in higher education	12
1.4.3. The personal epistemology of university teachers.	15
1.5. Conclusion	18
1.6. References	19

Chapter 2. Teacher Training at University through the Prism of Disciplines	27
Caroline LEININGER-FRÉZAL	
2.1. Introduction.	27
2.2. Difficulties of taking into account disciplines in the training of higher education teachers.	29
2.3 Resources available for taking into account disciplines in higher education	33
2.4. How should we take into account disciplines in training in higher education?	39
2.5. Conclusion	43
2.6. References	44
Chapter 3. Transforming Higher Education and Professional Learning for Academics.	47
Sacha KIFFER and Richard WITORSKI	
3.1. Changes and increasing complexity within university education	48
3.2. The heart of a problem: little recognition and training for teaching.	51
3.3. Theoretical framework: competence building practices.	52
3.3.1. Highly structured learning practices	54
3.3.2. Weakly structured learning practices	55
3.4. Methodology: the questionnaire survey	57
3.5. Presentation and discussion of the survey results.	58
3.5.1. Predominance of autonomous behavior.	58
3.5.2. Specific training needs.	59
3.5.3. Commonalities and differences in learning behaviors	61
3.5.4. Effectiveness of competence-building practices.	62
3.6. Conclusion	63
3.7. References	64
Part 2. The Teaching Practices of University Teachers with a Disciplinary Approach	69
Chapter 4. Academic Territory and Professional Identity: Toward a Differentiation of Teaching Practices at University.	71
Stéphanie BRIDOUX, Nicolas GRENIER-BOLEY, Cécile DE HOSSON, Rita KHANFOUR-ARMALÉ, Nathalie LEBRUN, Caroline LEININGER-FRÉZAL, Zoé MESNIL, Céline NIHOUL and Martine DE VLEESCHOUWER	
4.1. Introduction.	71

4.2. Academic territory and professional identity: a theoretical environment to approach the pedagogical practices of lecturers and researchers	74
4.3. The field survey	76
4.3.1. Development of a survey tool.	76
4.3.2. Epistemological specificities of the disciplines concerned by the survey	77
4.4. Results.	81
4.4.1. Showing the beauty of disciplines	82
4.4.2. Enhancing the usefulness and legitimacy of disciplines	84
4.4.3. Drawing on research, even if its results are not directly presentable.	87
4.4.4. Staging the research process	90
4.4.5. Adapting to current students	92
4.5. Returning to the questions of each discipline	98
4.6. Conclusion and implications for university pedagogy.	100
4.7. Acknowledgements	102
4.8. References	102

Chapter 5. The Relationship Between Research Activity and the Design of Resources for Teaching – The Case of Mathematics at the University Level 109

Hussein SABRA

5.1. General introduction	109
5.2. The relationship between teaching and research in higher education	111
5.2.1. The relationship between teaching and research in educational science research	111
5.2.2. The relationship between teaching and research in mathematics and science didactics research	113
5.2.3. Resources for understanding the relationship between research and teaching	115
5.3. The articulation of two approaches: the documentary work of a university professor in teaching and research institutions.	116
5.3.1. The documentational approach to didactics	117
5.3.2. The complex relationship between teaching and research institutions.	119
5.3.3. The documentation work of a university professor, explored using pivotal resources.	121
5.4. Methodology	123

5.5. Forms of the relationship between research and teaching in terms of resources	126
5.5.1. First form: the mobilization of a research resource in instantiation processes	126
5.5.2. Second form: a research resource to scaffold learning of given content	127
5.5.3. Third form: the form of non-relation in terms of resources	129
5.5.4. Results and discussions	130
5.6. Conclusions and perspectives	131
5.7. References	132
Part 3. A Sociological Perspective of the Practices of Lecturers and Researchers	137
Chapter 6. Beyond the Disciplinary Approach: Toward a Socio-historical and Critical Reflexivity of its Teaching Practices	139
Stéphanie TRALONGO	
6.1. Introduction.	139
6.2. The content of the common discursive fund on “higher education pedagogy”	141
6.2.1. Recent and growing discourse and practice	141
6.2.2. Circular and self-referential content	143
6.2.3. Some areas of traffic	146
6.3. Deconstruction, denaturalization: the political under the obvious	148
6.3.1. Denaturalizing the chronology	148
6.3.2. Recomposing democratic functioning.	149
6.3.3. Effects on the perceptions and practices of lecturers and researchers	151
6.4. Teaching practices in sociology in reverse	153
6.4.1. Creating a space to express one’s practices.	153
6.4.2. Some content	154
6.5. Conclusion	156
6.6. References	157
6.7. Appendices	160
6.7.1. Appendix A: the program for the day (June 27, 2016)	160
6.7.2. Appendix B: the 2017 program.	161

Chapter 7. Transmitting Knowledge in the First Year of University: A Sociology of Work Perspective	163
Marie DAVID	
7.1. Introduction.	163
7.2. Conventions in content and teaching methods	166
7.2.1. Educational conventions.	166
7.2.2. Conventions concerning the presentation of knowledge	170
7.2.3. Conventions specific to teaching.	175
7.2.4. The role of common evaluations	177
7.3. Knowledge markers	179
7.3.1. The work of delimiting important knowledge	180
7.3.2. Note-taking, a collective activity of teachers and students.	183
7.4. Conclusion	187
7.5. References	188
Chapter 8. Postface: Synthesis and Perspectives	191
Emmanuelle ANNOOT	
8.1. University pedagogy: fields of research and fields of practice	194
8.2. Research and expertise	195
8.3. A disciplinary approach to university pedagogy	197
8.4. The professional identity of lecturers and researchers and their practices	201
8.5. Conclusion	202
8.6. References	203
List of Authors	207
Index	211