

**ANNALES de DIDACTIQUE et de SCIENCES COGNITIVES, Volume
thématique numéro 3, 2025, La prise en charge des erreurs : un
angle d'analyse des pratiques enseignantes au regard des
inégalités scolaires.**

**IREM de STRASBOURG
ABSTRACTS**

LALINA COULANGE, JULIEN NETTER, GREGORY TRAIN. Traitement de l'erreur et inégalités. Quels « traits » pour analyser les pratiques enseignantes ?

The handling of errors and inequalities. What “features” in order to analyse teaching practices? In this paper, we examine the practices of two French primary school teachers: Camille (with pupils aged 4-6) and Anne (with pupils aged 9-10). Assuming that these teaching practices could help to limit or even reduce inequalities at school, we analyse them through the prism of various 'features' relating to the handling of the error(s) we observed in their respective classes.

EMMA ARCHIMBAUD, CÉCILE ALLARD, MAÍRA MAMEDE, ÉRIC RODITI. La prise en compte de l'erreur en mathématiques, une double enquête auprès d'enseignants de CM2

Taking errors into account in the teaching of mathematics: a cross-analysis of two research studies with fifth-grade teachers. Two studies have been carried out on mathematics teaching practices and the question of how error is taken into account in this teaching. The first is a large-scale survey of over 1,300 teachers of 5th grade pupils; the second is a collaborative research project carried out in a LéA on numerical problem solving at this same school level. The quantitative research divided the respondents into five groups, characterized by their teaching practices and, in particular, the way in which errors are taken into account in teaching. As the teachers involved in the LéA completed the questionnaire of the large-scale survey, a comparison of the two studies was carried out. It is this comparison that is the subject of this article.

ARIANE RICHARD-BOSSEZ. L'appréhension des « erreurs » des élèves dans les pratiques enseignantes en maternelle : entre ouverture et fermeture des possibilités de révision des apprentissages

Understanding pupils' "mistakes" in kindergarten teaching practices: between opening and closing the possibilities for revising learning. Based on observations made in six kindergarten classes in contrasting social contexts, this article develops two parts. The first looks at the different forms of interpretation to which the same task can give rise on the part of the pupils, and at how close they are to school expectations. The second looks at the ways in which teachers take up students' responses when they don't correspond to what they expect, and what this produces (or not) in terms of learning. In so doing, the article shows how the way in which "mistakes" are apprehended by teachers, and the moments of reworking they offer pupils, are key moments in the construction of both learning and inequalities at school.

AURELIE CHESNAIS ET CHRISTOPHE JOIGNEAUX. À quelle échelle des savoirs analyser les pratiques enseignantes ? Quelques pistes d'analyse ouvertes par la confrontation de points de vue sociologique et didactique sur la prise en charge des erreurs lors d'enseignements du nombre en maternelle

At what level of knowledge should teaching practices be analyzed? Some avenues of analysis opened by the confrontation of sociological and didactic perspectives on handling errors during number teaching in preschool. In this article, we propose to shed light on the successive confrontations between a sociological and a didactic point of view during the analysis of a corpus of data consisting of sessions devoted to the teaching of numbers, in which two female teachers from the same kindergarten class took charge of pupils' errors. These confrontations gradually brought to light the theoretical and epistemological presuppositions underlying these points of view on knowledge in school teaching and learning situations. This led not only to new avenues of analysis in this area, but also to the question of how sociological and didactic analyses can complement each other in understanding the process of constructing inequalities at school, over and above the simple juxtaposition or even renewed use of concepts specific to each of these disciplinary research orientations.

JEAN-YVES ROCHEX. De l'erreur et de ses modes de traitement aux débats de normes

From Errors and how to deal with them to standards debates. The ways teachers deal with their students' errors reveal their practices, but also their relationship to the knowledge they teach and to the students to whom they address. Between improvisation regulated in situation and components of professional culture, these modes of doing have to do both with the multi-temporality and with the multi-addressing of teaching activity. Promoting the reflexivity of students and teachers on errors and their methods of processing requires thinking about and setting up space-times where debates on norms can develop between students and teachers, between students, between teachers, and even between researchers and teachers.