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Writing and Learning: The Role of the Field Journal in Alternating Educational Methods.

This paper focuses on the role of the field journal in alternating educational method plans. Presumably, it falls within the scope of the first aspect of the colloquium: Approaches to the Work Place and the Place of Oral and Written Language in Professional Training.

The presentation relies on teaching experience and student follow-up during a period of five years at the Institut Universitaire Professionnalis  Distribution Management in Roubaix (University of Lille II). This program proposes professionalized instruction based on a long-term apprenticeship in a business (13 months) for Master's students. The training rests on a weekly rotating schedule of 4 half-days of classes and presence in a business 3 to 4 days a week. The trainees experience, in all its magnitude, the profession of department manager in their specialization. The teaching plan is based on this professionalized experience. Among the educational methods employed to help trainees face the complexity of "management situations," an important place is occupied by the follow-up of the field journal, written by the students throughout the course of their year of training. This journal is important since it gives the trainee the opportunity to mature psychologically. It is a kind of development of the pursuit of autonomy in the face of forms of control and organization.

This paper will study both globally and sequentially, but also with the finesse of discourse analysis, the forms of learning allowed by the textualization of observation and experience in the field.

It is our hypothesis that the journal bares traces of the different stages of professional socialization (from the entry phase and the discovery of teamwork to the assuming of a professional role and the risks of organizational control and the experiencing of different forms of "reality shock"). We will attempt to understand specifically how writing fixes certain key moments of professional integration within an essentially enunciative dimension. Moreover, intellectual techniques which notably allow for the distancing of experience and the stabilizing of certain cognitive and emotional acquisitions will be understood as tools of cultural integration.