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Writing as a Training Vector in the Process of Research Training

The process of research training places the instruments of education research in the service of training. Its point of departure is the experience of those who have been trained and the question they were asked about it. The process begins with the making problematic of this questioning (state of the question, problematic, hypothesis). It continues by developing the tasks used for data collection, the collection and the treatment of empirical data, etc.

Its goal is a training goal since it makes the claim that the research process offers the users a space conducive to a distancing from their methods. Its project is not to directly optimize the methods but rather to contribute to their evolution thanks to research methodologies. With this process, the researcher's posture is absent the ambiguity that one often finds in research-action, the researcher is not an expert in education (even if, by the way, it is his area of research), he intervenes as a trainer, expert in education research methodology.

Throughout the course of this process, the training vector will be writing, in the sense that it will constitute the privileged instrument in the decentralization of those trained.

Let's look briefly at the phases, not at all trivial, of research (where writing will be present and formative according to the diverse modalities) to study more closely the writing of the final document. Without further developing what we expect to find, we will say that it must offer to meet the demands of any university document.

This phase seems particularly useful because it is accompanied by the two-fold process of dis-appropriation/re-appropriation. Writing about one's professional activities means giving them up in order to place them in public. Produce a report means being preoccupied with its coherence, its readability, it means giving it a meaning destined for the reader, but a meaning which is different from that which it has in practice. It is between the meaning in practice and the meaning of the discourse about the practice (in the final discourse) that training is found.