

**4 avril 2019**

Le CREAS et l'EREST reçoivent **MICHAEL GIAMELLARO**

## PROGRAMMATION

**10 h à 11 h 30**  
**A7-343**

**Rencontre de travail au département d'enseignement au  
préscolaire et primaire**

*Séance de travail sur la contextualisation en contexte de refonte de programme*

Sur invitation seulement

**12 h à 13 h 30**  
**A2-0008**

**Conférence scientifique**

*La contextualisation en sciences : des fondements théoriques aux contraintes  
opérationnelles*

Résumé :

Although experience and context are central to modern educational theory, there has been little empirical investigation into how experience contributes to learning or how learners use context in the learning process. There is no metric to determine *how* experiential a learning event is, where the line between experiential and traditional curriculum is, nor to what degree the authenticity of an experience contributes to learning. This gap is partially explained by the messiness and unbounded nature of both experience and context. Building on the work of 20th Century and modern scholars, Giamellaro has proposed the use of *contextualization* as a construct to measure and manipulate the relationship between content knowledge and authentic contexts, bounding some of that messiness. This context-content relationship is a key factor in what determines whether an experience is educative or not. It is detectable in curriculum, cognition, and learning outcomes. In this presentation Giamellaro will present the current iteration of the contextualization spectrum, a tool that allows educators and researchers the ability to align learning goals to targeted degrees of contextualization. This discussion will focus on the theoretical as well as the applied state of contextualization. Through this work Giamellaro and collaborators are hopeful to advance our understanding of how contextualization, the transactional bridge between internal and external experience, impact learning processes. Several examples of Giamellaro's recent applied and empirical research will be used to illustrate how contextualization can be used to design, measure, and evaluate the role of experience in a variety of science learning venues.

Bienvenue à tous les membres de la communauté universitaire

Merci de confirmer votre présence d'ici au 21 mars

à [Julie.Fournier2@USherbrooke.ca](mailto:Julie.Fournier2@USherbrooke.ca)

**13 h 30 à 14 h**

**Pause**

**14 h à 16 h**

**A7-343**

**Rencontre-débat**

*Using "Dewey's Yardstick": Contextualization as a Measure of Experience in  
Learning*

Bienvenue aux membres professeurs et étudiants du CREAS

**Michael Giamellaro** est professeur adjoint en enseignement des sciences et des mathématiques au College of Education à Oregon State University. Ses recherches portent sur les processus d'apprentissage ainsi que sur les dispositifs d'enseignement en contexte authentique.



Comité organisateur : Jean-Philippe Ayotte-Beaudet et Fatima Bousadra