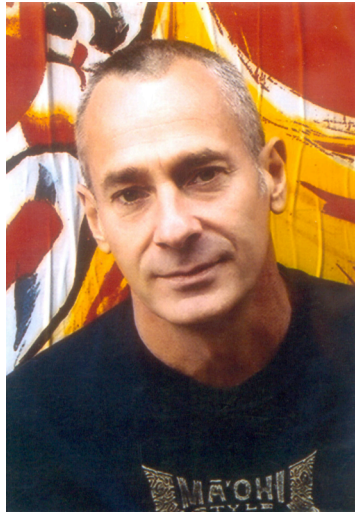


**PARTICIPANT FORM for the SUMMER SCHOOL
Constructivism and Enaction
A new paradigm for Cognitive Science**

**FIRSTNAME: Bertrand
NAME: Troadec**



I. – SITUATION

Status: University teacher Research scientist Thesis student Post-doc Other

University / Laboratory:

Université de Toulouse-Le Mirail / *University of Toulouse-Le Mirail, France*

UFR de Psychologie / *Department of Psychology*

Laboratoire Cognition, Communication et Développement / *Laboratory Cognition, Communication, Development*

Website labo / perso:

<http://www.univ-tlse2.fr/eccd/>

Special information(s) (article, scientific responsibility, participation to research projects, other...):

Troadec, B. (2003). Point de vue sur l'interculturel : les schèmes d'un psychologue du développement cognitif. *Bulletin de Psychologie*, 56 (1), 463, 3-21.

Troadec, B., & Martinot, C. (2003). *Le développement cognitif. Théories actuelles de la pensée en contextes*. Collection Psychologie. Paris : Belin.

II. – RESEARCH THEME

Please indicate briefly (10 lines max) your themes of research, and 4 or 5 key words

Research:

First of all, my main interest is in psychology. I try to study the relationship between what we call “culture” and what we call “cognitive development”. At present, I am exploring the development among children of three cognitive domains: 1/ space; 2/ time; 3/ cosmology. The first one – i.e. object's spatial orientation – concerns children from France and Oceania. The second one – i.e. iconic and gesture expressions of time – concerns children from France and Morocco. The last one – i.e. concepts of the earth shape – concerns children from France, North and West Africa, and Oceania.

In a second time, I am interested in philosophy. Indeed, when I am facing a child, trying to understand something about what psychologists expect “to be” already in his/her “head”, I know that I cannot “see” cognitive processes objectively. So, I think that I have to give myself clear ontological definitions of the three main following concepts: “culture”, “cognition / mind”, “development”, and a clear epistemological position to know how to study them. Enaction and constructivism appear to be useful and relevant to achieve this goal.

Key words: Culture, Cognitive Development, Spatial Orientation, Expressions of Time, Concept of Earth Shape.

III. – VIDEOS AND EXPERIMENTAL MATERIAL

Moments of relaxation might be the occasion to share and show original scientific video documents (not too long) or experimental material (which could be used by all the participants). A video party and an experimental demonstration session have been planned. Could you indicate video or experimental material you would like to present.

Videos:

- 1. How children orientate objects in space? A cross-cultural comparison between French and Polynesian children.
Two or four videos of 7-8 minutes each.**
- 2. How children express time with pictures? A cross-cultural comparison between French and Moroccan children.
Two or four videos of 10-11 minutes each.**

Experimental demonstration: