PARTICIPANT FORM for the SUMMER SCHOOL

Constructivism and Enaction

A new paradigm for Cognitive Science

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I. – SITUATION

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

University/ Laboratory : University of Toulouse II and University of Nancy 2: Laboratoire de Psychologie Clinique et Cognitive

(LPCC, EA 3946), Universités Nancy 2 et Metz Paul Verlaine

Website labo/perso : /

Special information(s):
• Articles

Sorsana, C. (2005). Croyances et habiletés conversationnelles entre enfants: réflexions à propos de la gestion dialogique des désaccords au sein des raisonnements [Beliefs and conversational skills between children: Some thoughts about the dialogical management of disagreements within reasoning situations]. *Psychologie de l'Interaction*, n° 19-20, 39-97.

Sorsana, C. (2003). Comment l'interaction coopérative rend-elle plus " savant " ? Quelques réflexions concernant les conditions nécessaires au fonctionnement dialogique du conflit sociocognitif [How becoming more erudite through co-operative interaction ? Some thoughts about necessary dialogical conditions of an operating socio-cognitive conflict]. *L'Orientation Scolaire et Professionnelle, 32*, n° 3, 437-473.

Sorsana, C., & Musiol, M. (2005). Power and knowledge: how can rationality emerge from children's interactions in a problem-solving situation ? In E . Grillo (ed.), *Power Without Domination. Dialogism and the empowering property of communication* (pp. 161-221). Amsterdam/Philadelphia: John Benjamins Publishing Company.

Trognon, A., & **Sorsana, C.** (2005). Les compétences interactionnelles : formes d'exercice, bases, effets et développement [Interactional competence : forms of exercise, bases, effects and development]. *Rééducation Orthophonique*, *221*, 29-56.

• Project co-ordinator
On the topic: *Interlocutory description of interactions between children: from the study of experimental protocols of problem-solving situations to the study of handicrafts classroom situations*, ACI, Ecole et Sciences Cognitives, 2003-2005.
Key words: cognitive development - interaction between peers - problem-solving situation - interlocutory analysis - technology.

• Participation to research project:
On the topic: *The psychology of conditional directives: Putting logical expressions to work*, ANR, 2005-2008 (Project co-ordinator Pr. Denis Hilton).

III. – RESEARCH THEME

• Interpersonal relationships and problem-solving situations between children.
• Pragmatical analysis of socio-cognitive interactions.

Key words: cognitive development, social interaction, children, affinity (friendship), problem-solving situation, pragmatics.

III. – <u>VIDEOS AND EXPERIMENTAL MATERIAL</u>

Videos : Video documents showing children's interactions (in dyads or in group of three) in problem-solving situations.
Experimental demonstration : /