

Mathématiques, Informatique, SPC, SVT, STAPS, Technologie

2021

Chaachoua, H., Bessot, A., & Kaspary, D. (2021). Un cheminement possible pour accéder au modèle praxéologique dominant d'une institution d'enseignement. *Caminhos Da Educação Matemática Em Revista (online)*, 11 (1), 251 – 278.

Disponible

https://aplicacoes.ifs.edu.br/periodicos/index.php/caminhos_da_educacao_matematica/article/view/757

Souza Goulart, J., Santos Farias, L-M., & **Chaachoua, H.** (2021). An analysis of the influences of a hybrid learning environment in the solution of vector tasks according to the Anthropological Theory of the Didactic (ATD). *The Mathematics Enthusiast*, 18(3), 669 - 700.

Disponible <https://scholarworks.umt.edu/tme/vol18/iss3/12>

Escriva-Boulley, G., Haerens, L., **Tessier, D.**, & Sarrazin, P. (2021). Antecedents of primary school teachers' need-supportive and need-thwarting styles in physical education. *European Physical Education Review*, 1356336X211004627.

2020

Bonnat, C. Marzin, P., Luengo, V., Trgalová, J., **Chaachoua, H.**, & Bessot, A. (2020). Proposition d'un modèle pour la compréhension des décisions didactiques d'un enseignant. *Éducation et Didactique* 14(3), 69 - 90.

Borowik, A., Chacaroun, S., **Tessier, D.**, Doutreleau, S., Verges, S., & Flore, P. (2020). A short bout of high intermittent exercise as a mean to potentiate fat oxidation during the subsequent moderate intensity prolonged exercise. *Journal of Sport Sciences*, 38, 1046-1052.

Disponible <https://doi.org/10.1080/02640414.2020.1740478>

Borowik, A., **Tessier, D.**, Guinot, M., & Flore, P. (2020). Evaluation of long-term effect of pedestrian signage with time travel indication in Grenoble city (France). *Movement and Sport Sciences*, 106, 7–17.

Disponible <https://doi.org/10.1051/sm/2018021>

Chaachoua, H. (2020). T4TEL : Un cadre de référence pour la formalisation et l'extension du modèle praxéologique. *Educação Matemática Pesquisa: Revista do Programa de Estudos Pós-Graduados em Educação Matemática*, 22(4), 103-118.

Chaachoua, H., Bessot, A., & Almouloud, S. (2020). Editorial: Advances of the anthropological theory of the didactic. *Educação Matemática Pesquisa: Revista do Programa de Estudos Pós-Graduados em Educação Matemática*, 22(4), 005-008. doi:<https://doi.org/10.23925/1983-3156.2020v22i4p005-008>.

Disponible <https://doi.org/10.4000/educationdidactique.7793>

Kaspary, D., **Chaachoua, H.**, & Bessot, A. (2020). Qu'apporte la notion de portée d'une technique à l'étude de la dynamique praxéologique ? *Annales de Didactiques et de Sciences Cognitives*, 25, 243 - 269.

Disponible sur <http://journals.openedition.org/educationdidactique/7793>

Laurent, R., Vaufreydaz, D., & **Dessus, P.** (2020). Ethical teaching analytics in a Context-Aware Classroom: A manifesto. *ERCIM News*, 120, 39–40.

2019

- Alayrangues, S., **Beffara, E.**, Daniel, S., Declercq, C., Heam, A., Loddo, J.-V., Marquet, P., Masseron, J.-C., Meyer, A., More, M., Neny, F., Pantaloni, V., Perrin, G., Prouteau, C., Saliba, G., Schwer, S. R., Tarissan, F., Ubera, C., Vincent, J.-M., & Volte, E. (2019). Une analyse des exercices d’algorithmique et de programmation du brevet 2017. *Repères-IREM*, 116, 47-81. Disponible <https://hal.archives-ouvertes.fr/hal-02077738>
- Artigue, M., Bosch, M., **Chaachoua, H.**, Chellougui, F., Chesnais, A., & al. (2019). *The French didactics tradition in mathematics*. Werner Blum; Michèle Artigue; Maria Alessandra Mariotti; Rudolf Sträßer; Marja Van den Heuvel-Panhuizen. European traditions in didactics of mathematics, Springer, 2019, ICME-13 Monographs, 978-3-030-05513-4.
- Bessot, A., **Chaachoua, H.**, & Perrin-Glorian, M.-J. (2019). Débat sur le thème de l’enseignement de la géométrie. In S. Coppé, E. Roditi, et al. (Dir.), *Nouvelles perspectives en didactique : géométrie, évaluation des apprentissages mathématiques* (pp. 117-128). Grenoble : La pensée sauvage.
- Chaachoua, H.**, & Bessot, A. (2019). La notion de variable dans le modèle praxéologique. *Educação Matemática Pesquisa: Revista do Programa de Estudos Pós-Graduados em Educação Matemática*, 21(4), 234-247.
- Chaachoua, H.**, Bessot, A., Romo, A., & Castela, C. (2019). Developments and functionalities in the praxeological model. In M. Bosch, Y. Chevallard, F. Javier Garcia, & J. Monaghan (Dir.), *Working with the anthropological theory of the didactic: A comprehensive casebook*, (pp. 41-60).
- Chaachoua, H.**, Tchounikine, P., & Crisci, R.-M. (2019). L’algorithmique et la programmation pour la construction du sens de la division euclidienne. *Mathématiques en scène, des ponts entre les disciplines, Actes du colloque international EMF2018*, 1649-1657.
- De Simone, M., Barquero, B., & **Chaachoua, H.** (2019). Analyse du milieu via la dialectique médias-milieux : une étude de cas dans le contexte du dénombrement. *Mathématiques en scène, des ponts entre les disciplines, Actes du colloque international EMF2018*, 686-694.
Disponible <https://doi.org/10.23925/1983-3156.2019v21i4p234-247>
- Pons-Duro, R., & **Chaachoua, H.** (2019). Facteurs de décisions didactiques dans l’enseignement des mathématiques au secondaire en Andorre. *Mathématiques en scène, des ponts entre les disciplines, Actes du colloque international EMF2018*, 1039-1047.

2018

- Chaachoua, H.**, & Bessot, A. (2018). A noção de variável no modelo praxeológico. In: S. Ag Almouloud, L. M. Santos Farias, & A. Henriques. (Org.), *A teoria antropológica do didático: princípios e fundamentos*. 1ed. Curitiba: CRV, 2018, v. 1, p. 109-124. ISBN: 978-85-444-2229-8
- Dascalu, M., Crossley, S. A., McNamara, D. S., **Dessus, P.**, & Trausan-Matu, S. (2018). “Please ReaderBench this text”: A multidimensional textual complexity assessment framework. In S. D. Craig (Ed.), *Tutoring and intelligent tutoring systems* (pp. 251–271). Hauppauge, NY: Nova Publishers.
- Escriba-Boulley, G., **Tessier, D.**, Ntoumanis, N., & Sarrazin, P. (2018). Need-supportive professional development in elementary school physical education: Effects of a cluster-

- randomized control trial on teachers' motivating style and student physical activity. *Sport, Exercise, and Performance*, 7(2), 218–234.
 Disponible <https://doi.org/10.1037/spy0000119>
- Escriva-Boulley, G., **Tessier, D.**, & Sarrazin, P. (2018). La motivation autodéterminée. In M. Travert & O. Rey (Eds), *Dossier EPS n°85, L'engagement de l'élève en EPS* (pp. 67-75). Paris: Edition EPS.
- Guntz, T., Crowley, J., Vaufreydaz, D., Balzarini, R., & **Dessus, P.** (2018). The role of emotion in problem solving: First results from observing chess. *Workshop on Modeling Cognitive Processes from Multimodal Data (MCPMD 2018), Joint to the 20th ACM Int. Conf. on Multimodal Interaction (ICMI 2018)*. Boulder.
- Gutu-Robu, G., Paraschiv, I., Sirbu, D., Dascalu, M., Trausan-Matu, S., & **Dessus, P.** (2018). Liftoff – ReaderBench introduces new online functionalities. *Romanian Journal of Human-Computer Interaction*, 11(1), 76–91.
- Panaite, M., Dascalu, M., **Dessus, P.**, Bianco, M., & Trausan-Matu, S. (2018). Identifying reading strategies employed by learners within their oral French self-explanations. In I. Roceanu (Ed.), *Proc. 5th Int. Workshop on “Semantic and Collaborative Technologies for the Web”, joint to the 14th Int. Sci. Conf. on eLearning and Software for Education (eLSE 2018)* (Vol. 2, pp. 362–368). Bucharest: “Carol I” National Defence University Publishing House.

2017

- Beffara, E.** (2017). Order algebras: A quantitative model of interaction. *Mathematical Structures in Computer Science*, 1-43. Disponible <https://doi.org/10.1017/S0960129516000360>
- De Simone, M., & **Chaachoua, H.** (2017). The transposition of counting situations in a virtual environment. *Proceedings of the 13th International Conference on Technology in Mathematics Teaching, ICTMT 13, Ecole Normale Supérieure de Lyon/Université Claude Bernard Lyon 1*, 314-322.
- Dascalu, M., **Dessus, P.**, Thuez, L., & Trausan-Matu, S. (2017). How well do student nurses write case studies? A cohesion-centered textual complexity analysis. In É. Lavoué, H. Drachler, K. Verbert, J. Broisin, and M. Pérez-Sanagustín (dir.), *Data driven approaches in digital education, Proc. 12th European Conf. on Technology Enhanced Learning (EC-TEL 2017)*(pp. 43–53). New York: Springer, LNCS 10474.
- Dessus, P.**, Simon, J.-P., Dascalu, M., & Trausan-Matu, S. (2017). *ReaderBench* : Un outil d'aide à l'analyse de discussions philosophiques. In J.-P. Simon & M. Tozzi (Dir.) *Paroles de philosophes en herbe : Regards croisés de chercheurs sur une discussion sur la justice en CM2* (pp. 151–171). Grenoble : UGA Éditions.
- Langdon, J., Schlote, R., Melton, B., & **Tessier, D.**, (2017). Effectiveness of an autonomy supportive teaching training program on the developmental change process of graduate teaching assistant's created motivational climate. *Psychology of Sport and Exercise*, 28, 11-23.
 Disponible <http://dx.doi.org/10.1016/j.psychsport.2016.09.008>.
- Tessier, D. (2017). Motivation, théorie de l'autodétermination et styles motivationnels. In J. Slawinski, N. Termoz, P. Charitas, P. Fontayne, & O. Le Noé (dir.), *Licence STAPS Tout-en-un* (pp. 494-498). Paris: Dunod.
- Toma, I., Alexandru, C.-E., Dascalu, M., **Dessus, P.**, & Trausan-Matu, S. (2017). Semantic Taboo – A serious game for vocabulary acquisition. *Romanian Journal of Human-Computer Interaction*, 10(2), 241–256.

2016

- Borowik, A., **Tessier, D.**, & Flore, P. (2016). Réponse affective à l'exercice chez la personne obèse. In M. Campo, & B. Louvet (dir). *Emotions et activité physique*. Bruxelles : DeBoeck.
- Chaachoua, H.** & Bittar, M. (2016). *La théorie anthropologique du didactique : paradigme, avancées et perspectives*. Simposio Latino-Americano Da Matematica, Nov 2016, Bonito, Brésil.
- Croset, M-C.**, & **Chaachoua, H.** (2016). Une réponse à la prise en compte de l'apprenant dans la TAD : la praxéologie personnelle. *Recherches en Didactique des Mathématiques*, 36(2), 161-196.
Disponible <https://revue-rdm.com/2016/une-reponse-a-la-prise-en-compte/>
- Gutu, M.-G., Dascalu, M., Trausan-Matu, S., & **Dessus, P.** (2016). ReaderBench goes online: A comprehension-centered framework for educational purposes. In A. Iftene & J. Vanderdonck (Dir.). *Proc. 13th Int. Conf. on Human-Computer Interaction (RoCHI 2016)*(pp. 95–102). Iași, Romania: matrix rom.
- Paraschiv, I. C., Dascalu, M., **Dessus, P.**, Trausan-Matu, S., & McNamara, D. (2016). A paper recommendation system with *ReaderBench*: The graphical visualization of semantically related papers and concepts. In Y. Li, M. Chang, M. Kravcik, E. Popescu, R. Huang, Kinshuk, & N.-S. Chen (Dir.), *State-of-the-art and future directions of smart learning* (pp. 443–449). Berlin: Springer, LNET series.
- Smith, N., **Tessier, D.**, Tzioumakis, Y., Fabra, P., Queded, E., Appleton, P., Sarrazin, P., Papaioannou, A., Balaguer, I., & Duda, J. (2016). The relationship between observed and perceived assessments of the coach-created motivational environment and links to athlete motivation. *Psychology of Sport and Exercise*, 23, 51-63. DOI:10.1016/j.psychsport. 2015.11.001
- Tessier, D.**, & Mascret N. (2016). Buts d'accomplissement et émotions d'accomplissement en Education Physique et Sportive. In Campo, M., & Louvet, B. (Eds), *Emotions et activité physique*. Bruxelles : De Boeck.
- Trouilloud, D., **Tessier D.**, & Sarrazin, P. (2016). Stéréotypes et engagement des élèves en EPS. In P. Fontayne, & A. Chalabaev (Dir). *Les stéréotypes*. Paris : Editions EPS.

2015

- Chaachoua, H.** (2015). Étude comparative des recherches sur l'apprentissage de l'algèbre élémentaire : rapports croisés, bilan et perspectives. In D. Butlen et al. (Dir.), *Rôles et places de la didactique et des didacticiens des mathématiques dans la société et dans le système éducatif* (pp. 21-39). Grenoble : La Pensée sauvage.
- Dascalu, M., Stavarache, L., **Dessus, P.**, Trausan-Matu, S., McNamara, D., & Bianco M. (2015). Predicting comprehension from students' summaries. In C. Conati, N. Heffernan, A. Mitrovic, & M. F. Verdejo (dir.), *Proc. 17th Int. Conf. on Artificial Intelligence in Education (AIED 2015)* (pp. 95–104). New York: Springer, LNAI 9112.
- Dascalu, M., Trausan-Matu, S., **Dessus, P.** & McNamara, D. (2015). Discourse cohesion, a signature of collaboration [Short paper]. In *5th Int. Learning Analytics & Knowledge Conf. (LAK'15)* (pp. 350–354) ACM: Poughkeepsie (USA).
- Dascalu, M., Trausan-Matu, S., **Dessus, P.**, & McNamara, D. (2015). Dialogism: A framework for CSCL and a signature of collaboration. In O. Lindwall, P. Häkkinen, T. Koschman, P. Tchounikine, & S. Ludvigsen (Dir.), *Exploring the material conditions of learning: The Computer Supported Collaborative Learning (CSCL) Conference* (Vol. 1, pp. 86–93). Gothenburg, Sweden: The International Society of the Learning Sciences.

- Dascalu, M., Trausan-Matu, S., McNamara, D. S., & **Dessus, P.** (2015). *ReaderBench – Automated evaluation of collaboration based on cohesion and dialogism. International Journal of Computer-Supported Collaborative Learning, 10(4), 395–423.* doi:10.1007/s11412-015-9226-y
- Paraschiv, I. C., Dascalu, M., Trausan-Matu, S., & **Dessus, P.** (2015). Automated paper annotation with ReaderBench. In M. Dardala & T. Rebedea (dir.), *Proc. 12-a Conferinta Nationala de Interactiune Om-Calculator (RoCHI 2015)* (pp. 75–80). Bucharest: Matrix Rom.
- Smith, N., **Tessier, D.**, Tzioumakis, Y., Queded, E., Appleton, P., Sarrazin, P., Papaioannou, A., & Duda, J. L. (2015). Development and Validation of the Multidimensional Motivational Climate Observation System. *Journal of Sport and Exercise Psychology, 37, 4-22.*
Disponible <http://dx.doi.org/10.1123/jsep.2014-0059>

2014

- Beffara, E.** (2014). *A proof-theoretic view on scheduling in concurrency.* In P. Oliva (Éd.), *Classical Logic and Computation* (Vol. 164, p. 78-92).
Disponible <https://doi.org/10.4204/EPTCS.164.6>
- Dascalu, M., **Dessus, P.**, Bianco, M. & Trausan-Matu, S. (2014). Are automatically identified reading strategies reliable predictors of comprehension? In S. Trausan-Matu, E. Boyer, M. Crosby, & K. Panourgia (Eds.), *12th Int. Conf. on Intelligent Tutoring Systems (ITS 2014)* (pp. 456–465). New York: Springer, LNCS 8474.
- Dascalu, M., **Dessus, P.**, Bianco, M., Trausan-Matu, S., & Nardy, A. (2014). Mining texts, learners productions and strategies with *ReaderBench*. In A. Pena-Ayala (Dir.), *Educational Data Mining: Applications and Trends* (pp. 345–377). New York: Springer, SCI 524.
- Dascalu, M., **Dessus, P.**, Nistor, N. & Trausan-Matu, S. (dir.), (2014). Social behaviors and learning in smart communities (special issue, 68 p). *IxD&A, 22.*
- Dascalu, M., Trausan-Matu, S. & **Dessus, P.** (2014). Validating the automated assessment of participation and of collaboration in chat conversations. In S. Trausan-Matu, E. Boyer, M. Crosby, & K. Panourgia (Eds.), *12th Int. Conf. on Intelligent Tutoring Systems (ITS 2014)* (pp. 230–235). New York: Springer, LNCS 8474.
- Smith, N., **Tessier, D.**, Tzioumakis, Y., Appleton, P., Queded, E. & Duda, J. L. (2014). The relationship between the objectively rated coach-created motivational climate, and athletes' basic psychological needs and sport enjoyment, *Japanese journal of physical fitness and sports medicine* 63(1):161
- Stavarache, L. L., Trausan-Matu, S., **Dessus, P.**, & Bianco, M. (2014). Reflecting comprehension through French textual complexity factors [short paper]. *26th IEEE Int. Conf. on Tools with Artificial Intelligence (ICTAI 2014)* (pp. 615–619). Limassol (Cyprus): IEEE.
- Tessier, D.**, Nicaise, V., & Sarrazin, P. (2014). Promotion de l'activité physique auprès d'adolescents sédentaires. In C. Marsault, & S. Cornus (Dir.), *Santé et EPS : un prétexte, des réalités* (pp. 205-213). Paris : L'Harmattan.

2013

- Beffara, E.**, & Vaux, L. (2013). *Programmes, preuves et fonctions : Le ménage à trois de Curry-Howard.* In P. Langlois (Éd.), *Informatique Mathématique : Une photographie en 2013.* PUP.

- Bianco, M., **Dessus, P.**, Nardy, A., Rémond, M., Lima, L., Dascalu, M., Oprescu, B. & Trausan-Matu, S. (2013). Evaluer automatiquement les auto-explications lors de la lecture d'élèves de Cycle 3 avec *ReaderBench*. *A.N.A.E.*, 123, 149–155.
- Chaachoua, H.**, Ferraton, G., & Desmoulin, C. (2013). Utilisation du modèle praxéologique de référence dans un EIAH. In *Actes du 4e congrès pour la Théorie Anthropologique du Didactique*. Toulouse.
- Chaachoua, H.** (2013). Rapport institutionnel à l'objet calcul littéral au collège : état des lieux et perspectives. *Petit x* n°91.
- Choquet, C., **Dessus, P.**, Lefèvre, M., Broisin, J., Catteau, O., & Vidal, P. (2013). *Actes de la 6e Conférence sur les Environnements Informatiques d'Apprentissage Humain (eiah 2013)* (346 p.). Toulouse : Presses de l'IRIT. isbn 978-2-917490-22-8.
- Dessus, P.**, Trausan-Matu, S., Bianco, M., & Nardy, A. (2013). *ReaderBench*, an environment for analyzing text complexity and reading strategies. In H. C. Lane, K. Yacef, J. Mostow, & P. Pavlik (Eds.), *16th Int. Conf. on Artificial Intelligence in Education (AIED 2013)* (pp. 379–388). Berlin: Springer, LNAI 7926.
- Dascalu, M., Trausan-Matu, S., & **Dessus, P.** (2013). Cohesion-based analysis of CSCL conversations: Holistic and individual perspectives. In N. Rummel, M. Kapur, M. Nathan, S. Putambekar (Eds.), *10th Int. Conf. Computer-Supported Collaborative Learning (CSCL 2013)* (Vol. 1, pp. 145–152). Madison: ISLS.
- Dascalu, M., Trausan-Matu, S., & **Dessus, P.** (2013). *ReaderBench* - Analiza bazata pe coeziune a implicarii si a colaborarii participantilor in cadrul conversatiilor CSCL. *Proc. 10-a Conferinta Nationala de Interactiune Om-Calculator (RoCHI 2013)* (pp. 57–64). Bucuresti: Matrix Rom.
- Dascalu, M., Trausan-Matu, S., & **Dessus, P.** (2013). Voices' inter-animation detection with *ReaderBench*. Modelling and assessing polyphony in CSCL chats as voice synergy *Proc. Int. Workshop on Semantic and Collaborative Technologies for the Web, held in conjunction with the 2nd Int. Conf. on Systems and Computer Science (ICSCS'2013)* (pp. 280-285). Villeneuve-d'Ascq (France): IEEE.
- Dascalu, M., Trausan-Matu, S., **Dessus, P.**, Bianco M., & Nardy, A. (2013). *ReaderBench*, o platforma integrata pentru analiza complexitatii textuale si a strategiilor de lectura. In T. Stefanut & C. Rusu (dir.), *Proc. 10-a Conf. Nat. de Interactiune Om-Calculator (RoCHI 2013)* (pp. 39–46). Bucuresti: Matrix Rom.
- Girault, I. & **Chaachoua, H.** (2013). How do students deal with the chemical knowledge during an experimental design in SCY-Lab? In *Actes du 4e congrès pour la Théorie Anthropologique du Didactique*. Toulouse, 2013.
- Lupan, D., Bobocescu-Kesikis, S., Dascalu, M., Trausan-Matu, S., & **Dessus, P.** (2013). Predicting readers' emotional states induced by news articles through Latent Semantic Analysis. In B. Patrut (dir.), *Proc. 1st Int. Conf. Social Media in Academia: Research and Teaching (SMART 2013)* (pp. 79–84). Bologna: Medimond-Monduzzi, ISBN 978-88-7587-686-9.
- Roy, P., & **Tessier, D.** (2013). La pédagogie de la motivation en sports collectifs. In D. Tessier (Dir.), *La motivation*. Paris. Editions EPS
- Tessier, D.** (2013). *La motivation*. Paris : Editions EPS.
- Tessier, D.**, & Sarrazin, P. (2013). La motivation autodéterminée. In D. Tessier (Dir.), *La motivation*. Paris. Editions EPS.
- Tessier, D.**, Smith, N., Tzioumakis, Y., Quested, R., Sarrazin, P., Papaïouannou, A., Duda, J. & Digledis, N. (2013). Comparing the objective motivational climate created by grassroots football coaches in England, Greece and France. *International Journal of Sport and Exercise Psychology*, 11(4), 365-383