Mise au concours
1 POSTE de Candidat.e au doctorat (FNS)
Responsable : Chanal Julien

Titre exigé
Maîtrise en psychologie, en sciences de l’éducation, en sciences du sport ou titre jugé équivalent.

Descriptif du poste
Le projet sur lequel le ou la candidat.e sera employé.e s’intitule :
« Teaching styles supporting and controlling students’ needs in primary school : Objective measurement in different school subjects, evaluation of a training program and implications for students’ motivation and well-being » (résumé ci-après)

Le ou la candidat.e effectuera sa thèse dans le cadre de ce projet et conduira la réalisation de l’étude longitudinale qui est proposée sous ma direction ainsi que celle d’un.e post-doctorant.e engagé.e également sur le projet.

Cette étude se déroulera auprès d’enseignants d’écoles primaires pendant une durée de 2 ans en situation naturelle d’enseignement et nécessitera des déplacements dans les classes de primaire du canton de Genève.

Compétences spécifiques souhaitées
Bonnes connaissances des théories contemporaines de la motivation humaine.
Bonnes connaissances des outils et logiciels statistiques.
Intérêt aux thématiques de l’enseignement et aux techniques d’intervention concernant le changement de comportements.

Autres exigences
Français obligatoire. Anglais scientifique. Compétences informatiques souhaitées.

Entrée en fonction
Septembre 2021

Durée du contrat
4 ans

Renseignements et candidatures
Le dossier de candidature, avec lettre de motivation, CV et PV des cours suivis (avec notes), doit être adressé d’ici au 30 mai 2021 à Julien Chanal (en version électronique uniquement à julien.chanal@unige.ch).
Summary of the research plan

Background information

Through its integrative and explanatory theoretical framework, the Self-determination Theory has made it possible to develop training programs for teachers that improve students’ motivation and well-being. However, little is known about the actual behaviour of teachers in teaching situations. Do primary school teachers have behaviours that support or control needs? Are these behaviours similar in the different school subjects taught, according to time periods or according to the students? Do teachers have the same motivational style in all school subjects? Are controlling behaviours more stable across school subjects than supporting ones? Based on recent research and focusing on the effectiveness of teacher training programs, this study aims to answer these questions.

Main objectives and specific goals

The main objective of this study is dual. First, we want to quantify teachers’ behaviours in real-life elementary school situations. We will assess whether these behaviours are different depending on the school subjects, the time of year, or the students they are addressed to. Secondly, we want to launch a training program for primary school teachers in Switzerland and assess its impact. More specifically, we want to develop training that incorporates recent theoretical advances in the field to determine whether supporting and controlling teachers’ behaviours are differently impacted by the type of training that is provided (subject-specific focused vs. multiple school subjects oriented).

Methodology

To this end, a two-phase longitudinal study is now being offered. The first phase will make it possible to observe teachers’ behaviours with no intervention during the first year, in order to evaluate their real behaviours when interacting with their students and in different subjects. Then, in the second year, our training will be implemented and we will evaluate its effects on observed behaviours as well as on students.

Expected results

First, we expect the observed teachers’ behaviours not to be as controlling as previously described in the literature. In addition, we also believe teachers’ behaviours are variable. Secondly, we are confident we can demonstrate the effectiveness of our training program on teachers’ supportive and controlling behaviours, while also demonstrating that these behavioural changes have a positive impact on students’ motivation and well-being.

Potential impacts

This study will provide concrete reasons for the decrease in student motivation in the school context, starting at primary level onward. This will enable us to raise the awareness of those in charge of training institutes. By developing and evaluating the effects of teacher training, we will also be able to provide solutions and quantify the benefits observed over the course of one school year.