

## Συνέδρια της Ελληνικής Επιστημονικής Ένωσης Τεχνολογιών Πληροφορίας & Επικοινωνιών στην Εκπαίδευση

Τόμ. 1 (2010)

7ο Πανελλήνιο Συνέδριο ΕΤΠΕ «Οι ΤΠΕ στην Εκπαίδευση»



**From informatics to digital resources in schools:  
historical considerations about France**

*Georges-Louis Baron*

### Βιβλιογραφική αναφορά:

Baron, G.-L. (2023). From informatics to digital resources in schools: historical considerations about France. *Συνέδρια της Ελληνικής Επιστημονικής Ένωσης Τεχνολογιών Πληροφορίας & Επικοινωνιών στην Εκπαίδευση, 1*, 030-032. ανακτήθηκε από <https://eproceedings.epublishing.ekt.gr/index.php/cetpe/article/view/4923>

# From informatics to digital resources in schools: historical considerations about France

Georges-Louis Baron

Faculté de sciences humaines et sociales Sorbonne, Université Paris Descartes

## Abstract

France was once a pioneer country in introducing information technology in education: regarding audio-visual means, the first public policies were launched in the 1950s and in the late 1960s regarding informatics. Over time, there have been rapid evolutions in technology (in particular concerning the emergence of new software), which have been difficult to manage by the system. This paper, which has mainly an historical orientation, focuses on informatics and analyzes what has happened in the domain of curricula, a lasting prerogative of the national state.

Informatics curricula have been introduced very early in technical education (back in the 1960). Informatics has also been considered as an object of learning in secondary schools since the 1980s, with a focus on programming and algorithms. But it has so far never been promoted to a fully fledged subject matter in general secondary education and the main idea has almost always been to use existing disciplines as a vector for it (and more widely for ICT).

An interesting phenomenon has been the kind of denial of informatics as a subject of learning that appears to have won the race in secondary education, along with the rise of an interest for the development of competences. At the same time, the need for the transmission of a "digital culture" to younger generations is largely perceived.

After having been very interventionist, the national administrative level has kept a responsibility of impulsion but has progressively been relayed by territorial authorities concerning concrete actions. These authorities have quickly understood the need and the possible benefits of intervening in ICT and are launching policies that sometimes interfere with the pedagogical domain: in the field of ICT, the separation between resources, teaching methods and contents may be weak. Changes may be on their way.

The presentation will analyze the main phases of dissemination of ICT in French primary and secondary education and discuss some perspectives.

## References

- Baron, G. L. (2007). Informatique, environnements et ressources informatisées dans l'enseignement obligatoire. Points de repère sur la France. *Review of Science, Mathematics and ICT Education*, 1(1), 5-23. Retrouvé de [http://www.ecedu.upatras.gr/review/papers/1\\_1/1\\_1\\_5\\_24.pdf](http://www.ecedu.upatras.gr/review/papers/1_1/1_1_5_24.pdf)
- Baron, G. L., & Bruillard, E. (2008). Technologies de l'information et de la communication et "indigènes numériques": quelle situation? STICEF : sciences et technologies de l'information et de la communication pour l'éducation et la formation, 15, 2008, 19-38. Retrouvé de [http://sticef.univ-lemans.fr/num/vol2008/09r-baron/sticef\\_2008\\_baron\\_09.htm](http://sticef.univ-lemans.fr/num/vol2008/09r-baron/sticef_2008_baron_09.htm)
- Baron, G. L., Bruillard, E., & Pochon, L. -. O. (2009). Informatique et logiciels en éducation et en formation: Continuités et perspectives. *Technologies nouvelles et éducation*. Lyon: École normale supérieure de Cachan, Institut de recherche et de documentation pédagogique, Institut national de recherche pédagogique.

- Cuban, L. (1997). Rencontre entre la classe et l'ordinateur: la classe gagne. Recherche et formation, (26 Les nouvelles technologies : permanence ou changement), 11-29. Retrouvé de <http://edutice.archives-ouvertes.fr/edutice-00000797/en>
- Dieuzeide, H. (1982). Marchands et prophètes en technologie de l'éducation. Retrouvé Septembre 15, 2009, de <http://edutice.archives-ouvertes.fr/edutice-00000772/fr>
- Krattinger, Y., & Gourault, J. (2009). Rapport d'information (No. 264) fait au nom de la mission temporaire sur l'organisation et l'évolution des collectivités territoriales présentant ses premières orientations sur la réorganisation territoriale (rapport d'étape). Sénat. Retrouvé de <http://www.rgpp.modernisation.gouv.fr/uploads/media/rapportsenatreorganisationterritorial.pdf>
- Labit, C., & Le Guellec, J. (2007). Les technologies de l'information et de la communication dans les lycées en Bretagne (p. 136). Retrouvé de [http://www.region-bretagne.fr/CRB/Groups/conseil\\_economique\\_e/lactualite\\_du\\_cesr2040/les\\_etudes\\_du\\_cesr\\_e\\_10\\_661347675171/block\\_11926234715809/file](http://www.region-bretagne.fr/CRB/Groups/conseil_economique_e/lactualite_du_cesr2040/les_etudes_du_cesr_e_10_661347675171/block_11926234715809/file)
- Lepetit, P., Lesne, J., Bardi, A., Pecker, A., & Bassy, A. (2007). Rapport sur la contribution des nouvelles technologies à la modernisation du système éducatif (p. 52). Retrouvé de [http://www.audits.performance-publique.gouv.fr/bib\\_res/664.pdf](http://www.audits.performance-publique.gouv.fr/bib_res/664.pdf)
- Rosenwald, F. (2006). Les aides aux devoirs en dehors de la classe. Note d'information- Direction de la programmation et du développement, (4), 1-6. Retrouvé de <ftp://trf.education.gouv.fr/pub/edutel/dpd/ni/ni2006/ni0604.pdf>