



Claire POLO

Associate Professor and Researcher in Education

ORCID 0000-0001-9646-4245

married with two children

Education and key qualifications

14/04/2014 **PhD defense.** Supervisor: Christian Plantin. Co-advisors: K. Lund & G. P. Niccolai.

[\[Students' Argumentative Practices during Socio-Scientific Debates about Drinking Water: The study of 10 Scientific Cafés \(Mexico, USA, France, 2011-2012\)\]](#).

Interactions, Corpus, Learning, Conceptions (ICAR) Laboratory, Lyon 2 University, France.

My doctoral research required me to manage an international project involving secondary schools and informal partners of environmental education (EE) in France, the US and Mexico. I co-designed a new tool to foster socio-scientific dialogic reasoning among students with a French informal science education non-profit organization, the *YouTalk*. I then co-adapted the *YouTalk* for each country with local teachers and trained pairs of high school voluntary students to facilitate it. I developed a transdisciplinary, multi-level and multi-method approach to the extensive dataset of video-recorded debates at the crossroads of education and linguistics, mostly based on qualitative discourse analysis, complemented by textometrics on oral transcripts.

2010 **Received at the CAPES exam to become a high school social sciences teacher**

Pierre Mendès France University, Grenoble, France. Ranking: 19th national laureate.

2009 **Master Techniques, Sciences and Democracy, received with highest honours**

Institute of Political Studies and Institute of Technology, Grenoble, France.

M1 in exchange at the University of the Americas (UDLA, Cholula, Mexico).

Current position(s)

2026-2027 **Visiting Scholar, National Center for Scientific Research (CNRS), ICAR Lab., France**

During this 12-month visit (renewable once), with full teaching relief, I dedicate my time to:

1) contributing to the HADELE project on AI-enhanced *explicitation* dialogue for master students' individual and collaborative learning in instructional design (up to December 2026)

2) preparing my *Habilitation (HDR)*, necessary in France to officially supervise PhD students, entitled *Learning through the socio-cognitive-affective conflict: linguistic approach to an embodied experience*.

Since 2018 **Associate Professor, Lyon 2 University, France**

With a minimal teaching service of 192h by year, and pedagogical responsibilities (cf. §3).

Teaching at the *Institute of Education and Training Sciences and Practices (ISPEF)*

Bachelor level: *Feeling to learn, Gender Effects in Education, Research Methods, Academic speech, Personal and Vocational Project*.

Master level: *Computer-Supported Collaborative Learning, Mediation: tools and postures, Adult Education, Research Methods*. In English: *Instructional Design, Literature Review*. I also supervised 15 M2 theses.

Research in the *Education, Cultures, Policies (ECP)* Laboratory

I co-edited 1 book on Communities of Philosophical Inquiry (CPI), published 1 book (2 translations), 22 articles, 10 book chapters, 5 conference papers, 4 book reviews, and presented 34 conference papers.

International projects: I led one networking (2020-2021) and one consortium project (2022) on multidisciplinary approaches to CPI funded by the Education Laboratory (LLE), supervising two M2 interns.

Previous position(s)

2017 – 2018 **Social sciences teacher at the Les Portes de l'Oisans high school, Vizille, France**

I taught sociology, economics, political sciences, and co-taught the optional course *Literature & Society*.

2014 – 2016 **Post-Doc laureate, LabEx Advanced Studies on LANGUAGE Complexity, CNRS, France**

I got a grant to study facilitators' multimodal mediation of knowledge in the corpus gathered during my PhD.

Jul-Sep 2010 **Leader of the European project Youth Actions on Biodiversity, ARAPD, France**

I coordinated the venue and training of 50 young adults from 9 European countries in EE on biodiversity.

Feb-Aug 2009 **M2 Intern, Public Relations Department, Micro and Nanotechnology Center, France**

I was responsible for designing MINATEC's first pedagogical visitor center.

Jun-Aug 2006 **Intern, Economic Department, French Embassy, Norway**

I led an investigation and executive report on the Norwegian immigration and inclusion policies.

Peer recognition

Distinctions

2023 Polo, Simonian, Chaker. Outstanding paper, nominated for best paper *CSCL*, Montreal, Canada.

2019 Young Researcher Prize of Lyon Metropole, France: Laureate in “Humanities & Urbanities”.

Invitation to be part of scientific networks

EARLI - European Association for Research on Learning and Instruction

2018-2023: Junior coordinator of the special interest group *Argumentation, Dialogue and Reasoning* (SIG26). I co-organized 2020 & 2022 SIG conferences, set up and chaired the 2021 SIG invited symposium. Reviewer for EARLI and SIG conferences in 2021 (meta-reviewer), 2023, 2024, 2025, 2026.

ESERA - European Science Education Research Association

2011: participation to the local organization team for the ESERA Conference (Lyon, France).

ISLS - International Society of the Learning Sciences

Local organizer and reviewer for *CSCL* 2019 (Lyon, France).

Senior reviewer for the Meeting of the Learning Sciences in 2021, 2022, 2023, 2024, 2025, 2026.

2019-2023: Member of the Publications Committee.

Invitations to take part in PhD Defense Committees in Faculties of Education

Pre-examiner on Vuorenmaa's Dissertation, defended in 2025, Oulu, Finland. Supervisor: Sanna Järvelä.

Pre-examiner on Isohätälä's Dissertation, defended in 2020, Oulu, Finland. Supervisor: Sanna Järvelä.

Defense of G. Pallarès' PhD, 2019, Montpellier, France. Supervisors: Manuel Bächtold & Valérie Munier.

Evaluation of research projects

Horizon Europe: registered to serve as an expert for the European Commission in 2025.

French, Belgian, Swiss, Israeli national research funding agencies: 5 projects between 2020 and 2026.

Career breaks, diverse career paths and major life events

I used to live alone with my son aged 3-6 during the Covid-19 pandemic, which impacted my career.

2022-2026: Design and leadership of the transdisciplinary course Mediation: design & posture

Open to any Lyon 2 M2 student, combining theory and short internships with local cultural partners.

2018-2025: in charge of a programme helping newcomers in their 1st year at university

I designed, implemented and led my university action to support the integration of 1st-year students.

2019-2021: Co-leader of an IDEX pedagogical project on serious game in 2 local universities (7000€)

Other contributions to the research community

Editorial Responsibilities

Review editor for *Frontiers in Education* since 2026; member of the editorial boards of the *European Journal of Psychology of Education* since 2021, of *CSCL* since 2020, Associate Editor of *CSCL* since 2025.

Reviews for scientific publications

Additionally, I reviewed 20 journal articles and 10 chapters for scientific collective books.

Participation in PhD Students' Training

French PhD follow up committees: I've participated in 6 committees since 2019.

2023 Gave a 3-day doctoral school, University of Oulu, Finland.

2021 Received a visiting PhD student from the *Universidad Distrital Francisco José de Caldas*, Colombia.

2021 Discussant of the doctoral consortium of the Latino-American network of science studies (ESOCITE).

Funded projects

Serious games for collaborative learning at university (Jan 2020-Dec 2021)

Pedagogical project called Jeu co-construit, nous apprenons, funded by Lyon University

IDEX, co-led by Cécile Ribot, Lyon 1 University and myself.

Philosophy for children (Jan 2020-Jun 2021)

Exploratory seminar involving national researchers from different disciplines working on practices developed around pedagogical philosophy workshops organized with children in a diversity of institutional contexts. I am the official leader of this initiative, funded by the Lyon Education Laboratory (LLE). We plan to keep on collaborating through making a joint proposal to the next open call of the French National Research Agency. Participation to colleagues' funded projects as an associated researcher:

European COST project PHOENIX (CA 19123) (2020-2024)

PHOENIX aims to demonstrate the effectiveness of Bio-electrochemical systems (BESs); BESs are low environmental impact systems that exploit the biological activity of live organisms for pollutant reduction,

recycling of useful elements, synthesis of new products and production of electricity, in the case of microbial fuel cells (MFC). Recent advances in the field of low power electronics enable the exploitation of these sustainable and environmentally-friendly technologies. The activities of PHOENIX will be related to the characterization of BESs technologies and their implementation as bio-remediator, bio-sensors, and bio-reactors connected to sustainable urban planning, educational and socio-economic aspects. The integration of bio-technologies in the urban context is a key priority for appropriate rational urban planning and minimum environmental impact. I belong to the working group 1. Educational and socio-economics aspect of environmental science for sustainable city planning.

Formal and Informal Scientific education for citizens of the XXIst century (Jan 2020 – Jun 2021)

Funded by Montpellier University, this project also includes researchers from Paris and Lyon, with a diversity of disciplinary lens, and a common object: the practices of scientific mediation occurring in joint actions undertaken by schools and their partners. The research questions address the lessons that emerge from such mixt perspectives for teaching and informal education, how they can interact to educate future citizens to deal with socio-scientific issues, and pedagogical design for instructors' initial and life-long training. Leader: Muriel Guedj, LIRDEF Laboratory (Interdisciplinary Research Laboratory on Didactics, Education and Training), Montpellier.

Choices, Orientation, Motivation, Career, Accompaniment, Student's Success (COMPARE) (2020-2021)

Funded by the French Ministry of Higher Education, Research and Innovation, this project focuses on the application and effects of a recent national reform of the access to university. While anybody who had achieved high school (French 'baccalauréat') could access to public French university, the ORE bill has created three distinct responses to the registration process, now using the online platform Parcoursup: yes, no (waiting list) and 'yes if'. More specifically, the research questions deal with identifying who tends to receive this last, conditional acceptance, how this new form of access to university changes both students and teachers' practices, and its effects on students' achievement. Universities have created various forms of specific support dedicated to these students. This research, which is our main collective work in my research team this year, is the first to compare available data on the reform implementation, allowing for a real assessment of its outcomes. Leader: Alain Fernex, ECP Laboratory (Education, Cultures, Policies), Lyon.

Software Used for my Research

Zotero	References
Audacity	Audio data edition
Quicktime Pro	Video data edition
Final Cut Pro	Video data edition
Handbrake, Compressor	Video data compression
Transana, Elan, QualCoder	Transcription and coding
SubtitleEdit, NoScribe	AI-enhanced automated transcription
TXM	Textometrics
Word, Excel, Powerpoint, or open equivalent softwares	

Languages

French	Mother tongue
English	Fluent - Proficiency in scientific English in my areas of expertise.
Español	Fluent - Proficiency in scientific Spanish in my areas of expertise.
Português	Read and understood.
Русский	Basics.

Hobbies

Drama	Improvisation, theatre of the oppressed, building up plays.
Mountain	Alpinism, canyoning, rock-climbing, hiking, and skiing.

Publications

Only some of my 45 scientific publications are gold open-access, but they are available on my HAL profile as long as legislation authorizes it (green open-access):

https://hal.science/search/index/q/*/authIdHal_s/claire-polo.