

Benoit URGELLI, Ph.D.

Associate Professor in Science Education and Communication
Education and Pedagogisation of Political sensitive issues
Educators' attitudes

54 years old - Franco-italian nationality
Tel. +33 77 96 96 170 – benoit.urgelli@univ-lyon2.fr

Institut des Sciences et des Pratiques d'Education et
de Formation (ISPEF), University of Lyon (Fr)

Unit of Research *Education, cultures, politiques* (ECP)
University of Lyon (Fr)

<https://ecp.univ-lyon2.fr/enseignant-es-chercheur-es/urgelli-benoit>

Centre de Recherche Education relative à l'environnement (Centr'ERE)
University of Montreal (QC, Ca)

<https://centrere.uqam.ca/les-membres/chercheurs-associes/>



Areas of Scientific Expertise and Research

- Science Education and Experiential Learning
- Sensitive and socio-scientific issues-based Teaching (biodiversity, ecology, and sustainability)
- Science Teacher Education and Epistemic Practices
- Science citizenship and critical education
- Education and participation in democracy facing political sensitive issues.
- Transformative Pedagogy and New School: teaching models and educators' attitudes

Areas of Teaching Activities (Graduate and PhD courses)

- Alternative and subversive pedagogies: New Education and Active pedagogy: Patterns, Themes, Figures (John Dewey, Elise and Celestin Freinet, Paulo Freire)
- Educators Training for sustainability and green skills
- Outdoor education and didactic innovation in nature
- Socio-epistemology of sciences (history of relations between science and society)
- Mediation of science and socio-scientific controversies
- Education and teaching of socio-scientific issues

Education, Training

- HDR. 2023 – University of Lyon: Accreditation to supervise participatory research
- Ph.D. 2009 – Ecole Normale Supérieure of Lyon: Educating and Teaching on Climate change.
- Master of Education 2004 – University of Lyon: Science Education
- Master of Science 1996 – University of Paris: Geophysics and Volcanology
- Bachelor of Science 1994 - University of Lyon: Earth Sciences

For more information: <https://ecp.univ-lyon2.fr/enseignant-es-chercheur-es/urgelli-benoit>

Short Biographical note

Since 2013, Benoit Urgelli is Full Associate Professor in Science education and communication at the University Lumière Lyon 2 (ULL2, France).

Following undergraduate studies in Earth sciences (volcanoes, tectonics, and risks), he conducted a Master of Research in the area of Mount Etna (Sicily) in 1996. Then, his interest shifted to K-12 science teaching and communication about socio-scientific issues like climatic risks. He spent several years teaching high school science before earning a Ph.D. at the École Normale Supérieure of Lyon (2009). His first research question was why and how secondary school teachers could be involved in Education for Sustainable Development.

Education background

As Professor, he has more than 20 years of teaching experience, in high and secondary schools. Since 2010, he is responsible of training program for pre-service science teachers in elementary and secondary levels (K-12), in conjunction with various teacher training centers in France. He has been scientific manager of training courses for teachers and school leaders of the French school network.

From 2013 to 2016, Benoit Urgelli served as head of training in science education at the Institute of Education (ISPEF), and co-director of Master in science education and communication at the University of Lyon.

Since 2016, he developed participatory research to study the pedagogization of political sensitive issues like climate change, sustainable development, health, evolution of human relations to environment and animals, child rights and inclusion of pluralism. In 2023, he obtained an accreditation to supervise participatory research on these subjects.

Research Activities

His research focuses on educators' involvements in political education for democracy: models, themes, and educators' postures facing controversial and sensitive issues. His research focuses on active and subversive pedagogies for science citizenship and critical education, at the crossroads of formal and non-formal fields of education. His methods of inquiry, focusing on the concept of "educational posture", hybridizes critical theory, pragmatic sociology, didactics, and communication sciences. He uses the *Grounded Theory* approach for his qualitative studies.

Since 2013 at the University of Lyon, he is engaged in participatory research with representatives of civil and educational institutions. He is member of the Scientific Council of *Science Shop*, which supports the development of participatory research projects (*Boutique des Sciences*, *Science avec et pour la Société*). He is also involved in projects of relevant local, national and international interests, like an European project of Cooperation in Science and Technology with Italy (COST) and the International Universities-Society Network (REIUNIS) for doctoral training.

Since 2022, he is a member of a research group on environmental and critical pedagogy at the University of Montreal (Centr'ERE, Canada), after being Incoming Visiting professor at the Center of Research for Science teaching at the University of Sherbrooke (CREAS, Canada). In 2023, he was Visiting professor at the University of Catania (Sicily) in the department of alternative pedagogies and new school.

Benoit Urgelli is also referee of editorial journals on training and educational field.

Since the birth of his daughter Giulia in 2012, he has made a "militant" commitment on various educational, academic and cultural fronts for child rights and inclusive education. He has been involved in the Federation of Parents' Councils (FCPE) in Lyon, which was particularly active during the pandemic period of homeschooling (spring 2020).

Publications in Professional journals

Urgelli, B. (2015). Éduquer aux valeurs : une utopie politique controversée ? *Diversité*, 182, *L'école et les valeurs. Charlie, et après*. 135-140.

Urgelli, B. & Menard, C. (2016). Science et laïcité : des lacunes dans la formation. *Magazine Pour la Science*, 461, 14-15.

Groleau, A., Arseneau, I., Urgelli, B. & Pouliot, C. (2022). Pour passer les prochaines crises, il faudra s'appuyer sur les compétences citoyennes. Édito du *Canadian Science Policy Center* [On line]

Urgelli, B. (2024). La transposition didactique des questions politiquement sensibles a encore bien des obstacles à franchir ! *Diversité*, 204, *La fabrique des savoirs* [On line]

Publications in Scientific journals

Urgelli, B. (2007). La question du changement climatique dans le programme français « Éducation à l'environnement pour un développement durable » ; Nouvelle épistémologie des savoirs scolaires et implications pour la formation des enseignants. *Éducation relative à l'environnement : Regards - Recherches - Réflexions* n°6, p. 77-96.

Urgelli, B. (2008). Éducation aux risques climatiques. Premières analyses d'un dispositif pédagogique interdisciplinaire. *Revue Aster* n° 46, *L'éducation à l'environnement ou au développement durable*, p. 97-121.

Urgelli, B. (2011). Compte-rendu du Colloque *Éducation au développement durable et à la biodiversité* (EDDB, Digne les Bains, France). *Éducation relative à l'environnement : Regards - Recherches - Réflexions* n°9, *La dimension politique de l'ERE*, p. 335-338.

Urgelli, B. (2014). De la médiatisation du néo-crétionnisme aux débats sur l'enseignement laïc de l'évolution. *Revue Médiation et Information* n° 38, *Religion et communication*.

Urgelli, B., Guelladress, K. & Quentin, A. (2018). Enseigner l'évolution et la nature des sciences face aux contestations d'élèves : essai de modélisation des postures enseignantes. *Recherches en Education*, 32, *Sciences, cultures, sociétés*, 103-116.

Guedj, M. & Urgelli, B. (2021). L'interface éducation formelle et non formelle : un chantier en partage pour éduquer à la citoyenneté scientifique. *Canadian Journal of Science, Mathematics and Technology Education*, 21(1), 86-99.

Urgelli, B., Hasni, A. & Morin, O. (2022). Questionner l'éducation et la formation par les controverses. Enjeux, défis et méthodes. *Question vive, Recherches en éducation*, 37 [On line]

Urgelli, B. & Godin, C. (2022). Développer la réflexivité critique en cartographiant une controverse ? Les limites d'un dispositif de formation en Sciences de l'éducation. *Question vive, Recherches en éducation*, 37 [On line]

Urgelli, B. (2024, submitted, march). Les postures des pédagogues de zoo. Quelle éducation à la biodiversité avec des animaux en captivité ? *Nouveaux Cahiers de la Recherche en Education*.

Chapters of scientific books

Urgelli, B., Simonneaux, L. & Le Marec, J. (2011). Complexité et médiatisation d'une question socialement vive : le cas du réchauffement climatique. In A. Legardez & L. Simonneaux (dir.), *Développement durable et autres questions d'actualité* (pp. 67-88). Dijon : Editions Educagri.

Urgelli, B. (2019). Que faire des représentations des élèves dans l'enseignement des sciences ? In J.-M. Zakhartouch, *Enseigner avec les erreurs des élèves* (pp. 151-154). ESF Sciences humaines.

Valente, G., Ménard, C. & Urgelli, B. (2022). Les controverses sur une Question Socialement Vive (QSV) : un espace d'émergence de l'innovation pédagogique ? In J. Cintero et S. Simonian (dir.), *Questionner l'innovation: lectures axiologiques* (pp. 107-119). Raison et Passions.

Urgelli, B. (2023). Situations d'épreuve dans l'enseignement des sciences. In F. Lantheaume & S. Urbanski (dir.), *Laïcité, discriminations, racisme. Les professionnels de l'éducation à l'épreuve* (pp. 177-193). Presses Universitaires de Lyon.

Urgelli, B. (2024). Postures éducatives. In A. Barthes, J.-M. Lange & C. Chauvigné, *Dictionnaire critique des enjeux et concepts des "éducations à"* (pp. 610-617). L'Harmattan.

Reviewer for the Editorial board

- 2008: *Éducation relative à l'environnement : Regards - Recherches – Réflexions (ERE)*, Revue de l'Université du Québec à Montréal.
- 2011: *Canadian Journal of Science, Mathematics and Technology Education (CJSMTE)*.
- 2012: *Recherches en didactique des sciences et des technologies (RDST)*, Revue de l'Institut français de l'Éducation.
- 2012: *Journal of Science Communication (JCOM)*
- 2012 : *Encyclopédie Universalis Junior*, rubrique Sciences de la Terre.
- 2012: *Les Dossiers des Sciences de l'Éducation (DSE)*
- 2012: *Les Cahiers du CERFEE*
- 2013 : *Recherches en didactique des sciences et des technologies (RDST)*, Revue de l'Institut français de l'Éducation.
- 2017: *Formation et pratiques d'enseignement en question*, Revue des Hautes écoles pédagogiques (HEP) de Suisse romande et du Tessin.
- 2018: *Éducation & Didactique*, Association pour les Recherches Comparatistes en Didactique.
- 2018: *Éducation relative à l'environnement : Regards - Recherches – Réflexions (ERE)*, Revue de l'Université du Québec à Montréal.
- 2019: *Canadian Journal of Science, Mathematics and Technology Education (CJSMTE)*.
- 2021: *Revue Française de Pédagogie*, Revue de l'Institut français de l'Éducation.
- 2023: *LIMEN. Studies and pedagogical research across borders* (Pensa Multimedia).
- 2024: *Éducation & Didactique*, Association pour les Recherches Comparatistes en Didactique.

Reviewer for International Conference

- 09th Conference of *European Researchers in Didactics of Biology (ERIDOB)*, Berlin, September 18th – 22nd, 2012.
- 10th Conference of *European Researchers in Didactics of Biology (ERIDOB)*, Haifa (Israel), June 30th - July 4th, 2014.
- 08th Scientific Meeting of the *Association for Research in STEM Education (ARDIST)*, Marseille, March 12th – 14th, 2014.
- 88th Conference of the *Association francophone pour le savoir (ACFAS)*, Symposium *Education aux controverses*, Sherbrooke (Canada), May 06th, 2021.
- 12th Scientific Meeting of the *Association for Research in STEM Education (ARDIST)*, Toulouse, November 15th – 18th, 2022.
- 07th International PhD Conference in Education (CIDEF), Nantes, October 24th – 25th, 2024.

Urgelli's work has been funded by the French Ministry of National Education (1999-2003), the National Institut of Pedagogical Research (INRP, 2003-2007), and at the present time, by the Research Department (DRED) of the University of Lyon, and local foundations and associations working on socio-scientific issues, education, and training.