



## Pr. Michel Grangeat

Univ. Grenoble Alpes - France  
Laboratory of Research on learning in Context (LaRAC)  
PhD

michel.grangeat@univ-grenoble-alpes.fr

website: <https://larac.univ-grenoble-alpes.fr/membre/michel-grangeat>

I am Emeritus Professor of Educational Science at Université Grenoble Alpes in France. My PhD thesis was on metacognition, differentiation and assessment in mathematics education in lower secondary schools of socially deprived districts. My habilitation addressed teacher collaboration.

Through my research I aim a better understanding of the processes that underline professional activity and professional development within the domains of teaching, training and education in general. This research addresses the cognitive aspects of professional learning focusing both on the external part of professional learning (e.g. changes in practices) and on the internal part (e.g. changes with respect to the approaches and conceptualizations). The theoretical framework refers to the activity theory.

My courses and lectures are drawn on my research topics: professional knowledge growth, teacher collaboration, assessment for learning, teaching efficacy, and STEM education. I'm also interested in STEAM education. As European expert I have contributed to the report for the European Commission "[Science Education for Responsible Citizenship](#)".

In 2015, I edited "[Understanding science teachers' professional knowledge growth](#)". The book considers the development of teachers' professional knowledge as a continuous process that depends on the communities they are committed to and participate in, the discipline they are teaching, the social context in which they perform, the instruments made available in their environment, and their day-to-day classroom experience. Coordinating activity theory and models of pedagogical content knowledge (PCK), the book provides a better understanding of the growth of science teacher professional knowledge.

### Book chapters

- Grangeat, M. (2015). Exploring the Set of Pedagogical Knowledge, from Pedagogy to Content. In M. Grangeat (Ed.), *Understanding Science Teachers' Professional Knowledge Growth* (pp. 117-133). Rotterdam: Sense Publishers.
- Grangeat, M., & Kapelari, S. (2015). Exploring the Growth of Science Teacher Professional Knowledge. In M. Grangeat (Ed.), *Understanding Science Teachers' Professional Knowledge Growth* (pp. 1-9). Rotterdam: Sense Publishers.
- Grangeat, M., & Hudson, B. (2015). A New Model for Understanding the Growth of Science Teacher Professional Knowledge. In M. Grangeat (Ed.), *Understanding Science Teachers' Professional Knowledge Growth* (pp. 193-216). Rotterdam: Sense Publishers.
- Grangeat, M. (2013). A Model for Understanding Science Teachers' Approaches to Inquiry Based Science Teaching and Learning. In M. Honerød Hoveid and P. Gray (Eds.), *Inquiry in Science Education and Science Teacher Education* (p. 55-82). Trondheim: Akademica Publishing.

### Articles

- Grangeat, M. (2016). Dimensions and Modalities of Inquiry-Based Teaching: Understanding the Variety of Practices. *Education Inquiry*, 7(4), 421-442. doi: <http://dx.doi.org/10.3402/edui.v7.29863>
- Grangeat, M., & Gray, P. (2008). Teaching as a collective activity: analysis, current research and implications for teacher education. *Journal of Education for Teaching*, 34 (3), 177-189  
<http://www.tandfonline.com/doi/abs/10.1080/02607470802212306?journalCode=cjet20>
- Grangeat, M. & Gray, P. (2007). Factors influencing teachers' professional competence development. *Journal of Vocational Education and Training*, 59 (4), 485-501. <http://www.tandfonline.com/doi/abs/10.1080/13636820701650943>