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117 pages. 20. 00 x 13. 50 x 0. 80. La façon de considérer l'erreur dans l'apprentissage a beaucoup évolué ces dernières années. On est globalement passé d'une conception négative donnant lieu à sanction à une autre, où les erreurs se présentent plutôt comme indices pour comprendre le processus d'apprentissage et comme témoins pour repérer les difficultés des élèves. Sans nier qu'existent des erreurs liées à l'inattention ou au désintérêt, l'auteur montre avec précision qu'il est possible de s'appuyer sur les erreurs commises pour renouveler l'analyse de ce qui se joue dans la classe et pour mieux fonder l'intervention pédagogique. Ainsi identifie-t-il, en s'appuyant sur de nombreux exemples, huit types d'erreurs pour lesquelles il propose médiations et remédiations. Mettre l'erreur au cœur des apprentissages dépasse largement la sphère technico-didactique pour questionner le sens des activités scolaires. Cela peut être angoissant pour les enseignants mais n'est peut-être pas si étranger qu'il y paraît à la question de la violence à l'école.

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