

FRANCOIS VICTOR TOCHON

Professor and program Head, World Languages Education, Curriculum Studies and Global Studies -
Dept of Curriculum & Instruction (75%), French & Italian (25%)
University of Wisconsin-Madison, Wisconsin, United States

President, Chair of the Academic Council, The Deep Institute, Wisconsin
President, Deep University International, a 509(a)(2) Public Charity
President, International Network for Language Education Policy Studies (INLEPS)

1% Most Visited Profile on LinkedIn and on Academia, ResearchGate Score 20.24, H Factor 27
U.S. Dept ranking #1 for 19 years; UW School of Education ranking: #1 for 3 years
University world ranking: #24

Specialty: Deep Language Learning (L1, L2 and bilingual settings), Deep Education
Topics: International Language Education Policy, Educational Semiotics, Video Study Groups.

Synergistic Activities

(1) **Conceptualizing and Implementing Pathways to Plurilingualism and Researching a Deep Approach to the Teaching and Learning of Languages and Cultures:** organizing 2013-2018 biannual seminars in Australia, China, France, India, Spain, Taiwan, and the U.S.: www.languageeducation.org. International President Medal and Quest Medal of the International Council Chairman of the Lions Clubs International, Illinois, USA, for high contribution to Academic Affairs and Humanity. 2010-2014: Invited presentations at Ivy League and Big Ten Universities and international Language Institutes in several countries. External advisory board member of the Center for the Languages of the Central Asian Region and the Language Flagship Program at Indiana University; France Teacher Education Board of Directors (CDIUFM); Erasmus Mundusfor, Granada-Oslo-Porto-Reims; U.S. Department of Education (IRIS): "A Deep Approach to Turkish Teaching and Learning." Principal Investigator with CoPIs Argit-Ökten (YTU), Gilson (Princeton), Druc (UW), Karaman (METU); PI, "Foreign Languages for Bilingual Education", FLAP Federal Grant in partnership with the Madison Metropolitan School District; study of international Language Education Policy in action through language curricula, and of way of deepening world language education. Organizer of the Spencer bicontinental conference on Language Education Policies and the inclusion of displaced, refugee and migrant children in school settings. See: <http://www.deepapproach.net>

(2) **Developing Educational Technologies for Multilingual, Intercultural Education:** Planning open online programs; Vice-President of the Asia-Pacific Association for Multimedia in Language Learning (APAMALL). Shanghai Seminar Award for the Opening of the Shanghai Innovation Office of the University of Wisconsin. Top 1% Most Viewed LinkedIn and Academia Profile. World University Network Award for research contacts in China. Globalization with electronic portfolios and language teaching reforms: Tübitak, Turkish National Science Foundation grant. Spencer grant; Visiting Professor in several universities of Turkey, participatory action science on international standards and e-portfolios in the Depts of Ed. Tech and Foreign Language Ed.; Member of the International Scientific Council of the World Congress on Globalization and Education. Visiting Professor in France, participatory action research to integrate European standards through e-portfolios in Teacher Education; Conference of France Teacher Education Directors to internationalize Education w/ e-portfolios; participating in the Master in International Education; Co-Initiating a PhD Minor in International Education. co-Editor of the *ISI Canadian Journal of Higher Education*; co-editor of *Les Cahiers de la recherche en éducation*.

(3) **Developing Educational Semiotics and Innovating Research Methodologies:** IASS Symposium in Sofia, Bulgaria; Keynote speech on Applied Semiotics at the SouthEast European Center for Semiotic Studies of the New Bulgarian University, Sofia. Creation of a facebook group on Signs and Symbols in which many key semioticians participate. Networking with researchers in Semiotics and Cultural Anthropology to create an informal but broad network of interest in applied semiotics; Editor of the *International Journal of Applied Semiotics*. Giving each year one course or workshop on research methodologies, advancing approaches influenced by open systems theory, qualitative approaches to complexity, and innovative qualitative statistics; Editor of the online *International Applied Semiotics Journal*; Reviewer for the Social Sciences and Humanities Research Council of Canada; Editor of the *International Journal of Applied Semiotics*. Ex-President of the Semiotics in Education SIG of the American Educational Research Association.

PROFESSIONAL SKILLS AND QUALIFICATIONS

QUALIFICATIONS	RELEVANT EXPERIENCE
University Degrees: Awarded two Ph.D.s and the equivalent of two Honorary Doctorates	Ph.D. in didactique du français (French Curriculum & Instruction, Applied Linguistics), Laval University, Quebec, Canada. Focus: The Pragmatic Transformations of Knowledge in French Teachers' Thinking. Ph.D. in Educational Psychology, University of Ottawa, Ontario, Canada. Focus: Group-based experiential language learning. Honorary Doctorates or equivalent from University Garcilosa de la Vega (Lima, Peru) and National University of Rio Cuarto (Cordoba, Argentina)
Proven aptitude to stimulate teachers' motivation and develop language learning strategies that are effective	1983-1989: French Teachers Group President elected by the French teachers of Geneva State (Switzerland) to manage, facilitate, and implement the reform of French teaching through task-based instructional goals. In charge of the Reforms of French Teaching at the Geneva State Junior High School Board for 17 Colleges. 1997-1998: Coach for the 44 teachers educators of the Teacher Education University Institute of Brittany (IUFM de Bretagne, France). Creation and implementation of yearly Reflective Practice Training Workshops for the pre-service education of 850 student teachers per year in the five sites of Brittany: Rennes, St-Brieux, Brest, Quimper, Vannes. 2000-2014: Teacher educator in pre-service and in-service World Language Education, giving numerous invited workshops internationally.
Proven aptitude in Administrative Leadership and Educational Management	1983-1989: Leading the language curriculum reforms of Geneva State (Switzerland) as President of the French Group for all Junior High School Board for 17 Colleges. 2001-2007: Program head for World Languages Teacher Education at the University of Wisconsin—Madison. 2002-2005 and 2010-2014: Member of the Executive Board of the Ph.D. program in Second Language Acquisition at the University of Wisconsin—Madison. 2008-present: Head of Graduate Studies in World Language Education at the University of Wisconsin—Madison. 2013-present: President of the International Network for Language Education Policy Studies (INLEPS).
Specific qualifications for the Teaching of French: Teacher license and experience as a teacher and teacher education	1983: C.A.P.E.S. – Certificat d'aptitude à l'enseignement du français, Etudes Pédagogique de l'Enseignement Secondaire de l'Etat de Genève, Suisse 1981-1989: Teaching French at Collège des Grandes-Communes, Geneva, Switzerland 1986-1989: In charge of the French Curriculum & Instruction Seminar for the education of French student teachers at Etudes Pédagogiques de l'Enseignement Secondaire du Canton de Genève. Geneva, Switzerland. 1991-1999: Professor of Recherche et Didactique du Français (Research & French Curriculum & Instruction) at Université de Sherbrooke. Quebec, Canada. 2000-2014: Professor of French Education and World Language Education, giving methods courses and supervising French and World Languages' student teachers at the University of Wisconsin—Madison. Wisconsin, U.S.A.
International experience in support of language curriculum reforms	1983-1989: 6-year experience in leading curriculum reform at Direction du Cycle d'Orientation du Canton de Genève, Switzerland. Documents available on demand. 1989-1990: One-year consulting related to French teaching reforms in Manitoba, Canada 1992: Summer University Coaching of teacher educators in the reform of French in diglossic milieu for the Martinique Island. Fort-de-France, French West Indies. 1999: Invited Professor partnering and consultant on the French curriculum reform of Guadalupe Island and Antilles-Guyanes. Saint-Anne, French West Indies. 2000-2004: Participation in reflections and consultations on the reforms of French curricula in Wisconsin. 2004-2005: Team head in the reform of French Teacher Education and World Language Education and its curriculum change at the University of Wisconsin—Madison. 2013-2014: Partner in the 10-year review of World Language Education at the University of Wisconsin—Madison.
Theoretical knowledge and understanding of applied linguistics, applied semiotics, and second language acquisition	30-year experience in educating students and teachers on the research-based principles of applied linguistics, language teaching and learning in mother tongue education (L1), second or foreign language education (L2), diglossic or bilingual education, this including the education of migrants and heritage learners. Graduate program head for World Language Education. Member of the Executive Board and Core Committee of the Ph.D. program in Second Language Acquisition (SLA) at the University of Wisconsin—Madison. Expert consultant evaluating the achievements of academic departments focusing on applied linguistics (UMass-Boston, Indiana-Bloomington, etc.).
Proven competency in educating student teachers and teachers in pedagogical content knowledge	30-year educational experience teaching pedagogical contents such as: work methods and attention; cooperative pedagogy; teaching the language in early elementary grades; writing workshops; advanced conversation and composition; project-based pedagogy; inquiry-based education; teacher planning; classroom management; clinical supervision and

	coaching; reflective practice; language teaching methods; task-based teaching and learning; pedagogical problem solving; information technologies; digital video in language teaching and learning; video study groups; beginner teacher practice; deep learning and a deep approach to languages and cultures; creating transdisciplinary projects; linguistic human rights in education; semiotics for Deep Education.
Experience in organizing teacher training through workshops and facilitating educational sessions	1997-1998: Organizing coaching workshop for 44 teacher educators using participatory action research in the five sites of Brittany teacher education – Creating Reflective Practice Workshops for 850 student teachers, which continued up to this day. 2007: Training teacher educators to electronic portfolio environments, implementation and use for the Conférence des Directeurs d’IUFMs (France Teacher Education Board, Paris), and at the Université de Lyon, France. 2008: Training teacher educators to electronic portfolio and linguafolios environments, implementation and use at Yildiz Technical University, Istanbul, Turkey. 2010: Formation de formateurs suivant une maîtrise à Erasmus Mundusfor sur l'évaluation de recherche qualitative sur les sites de Reims, Granada, Oslo et Porto. 2011-2012: Collaboration with labOSfor Innovation & Development, spin off of University of Granada 2011-2013: Training of language instructors at Indiana University-Bloomington, Boston University, Columbia University, University of Chicago, Startalk, University of Pennsylvania
Evidence of experience in using new technologies to support teaching and learning, as well as planning instructional units in a way that is reflective and enhances performance	1984: Certificate in Technologies of Information and Communication, Études Pédagogiques de l’Enseignement Secondaire du Canton de Genève, Suisse 1984-2014: Teacher trainer in Educational Technologies 2006-2013: Creation and teaching of a course on new technology use in hybrid and blended learning and teaching. 2008-2012: leading curriculum design of online instructional units, creation of Personal Learning Environments (PLE)
Experience as Team Leader	1982-1989: President of the French Group leading the curriculum reform for the Middle School Teachers of the 17 Colleges of the Canton of Geneva, Direction Générale du Cycle d’Orientation du Canton de Genève, Suisse. 1997-1998: Team Leader in the reform of Britany teacher education introducing reflective practice workshops after mentoring 42 teacher educators on reflective practice at IUFM de Bretagne, Rennes, St-Brieuc, Brest, Quimper et Vanne), Britany, France 2009-2012: Team Leader and Principal Investigator for a Title VI grant project in five Ivy League American Universities, on Deep Education for Languages 2004 : Team Leader in the reform of language curricula, transforming a secondary program into a K-12 standard-based program, assisted by electronic portfolios. University of Wisconsin-Madison, USA. 2008-2012: Team Leader in the creation of Master programs in World Language Education. 2010-2014 : Advisor and consultant for similar projects in universities such as UMass-Boston and Indiana University—Bloomington (IUB). Consultant for labOSfor Innovation & Development, spin off of the University of Grenade (labOSfor Innovación y Desarrollo, Spin off de la Universidad de Granada)
Experience using the ACTFL framework and the Common European Framework of Reference for Languages	2004-2014: Teaching CECRL and related learning modalities in methods courses 2008: Team Leader in the reform of the ELT Department of Yildiz Technical University in Istanbul using CECRL and YOK and MEO standards. 2008 -2012: Team Leader in the creation of 49 instructional modules using CECRL and ACTFL standards as frameworks for the U.S. Department of Education.

LINGUISTIC PROFICIENCY *

Language	READ	SPEAK	WRITE
FRENCH	C2 Native	C2 Native	C2 Native
ENGLISH	C2 Superior	C2 Superior	C2 Superior
GERMAN	B2 Intermediate High	B1 Intermediate Mid	B2 Intermediate High
SPANISH	C1 Advanced Mid	A2-B1 Intermediate Low	B1 Intermediate Low
ITALIAN	C1 Advanced Mid	A1 Basic	A1 Basic
TURKISH	A1 Basic	A2 Basic	B1 Intermediate Low

- Common European Framework of Reference for Languages / ACTFL levels

FRANCOIS VICTOR TOCHON

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Madison, Wisconsin 53706-1795 USA
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E-mail: ftochon@education.wisc.edu

DATE OF BIRTH March 4, 1954
PLACE OF BIRTH Geneva, Switzerland
CIVIL STATUS Married, one child
CITIZENSHIP Swiss, Canadian (U.S. Green Card)

EDUCATION - <http://www.linkedin.com/in/deepeducator/>

- 2018 Honorary Professorship (higher award than Honorary Doctorate). Gwangzhou Foreign Studies University, Guangzhou, China, March, 2018.
- 2015 Honorary Doctorate, Asia-Pacific Association for Multimedia-Assisted Language Learning.
- 2015 Eminent Scholar Award, University of Southern Queensland, Australia, September 2015
- 2015 Excellence in Diversity Award, University of Wisconsin-Madison, School of Education.
- 2015 International Scholar Award, Shanghai Normal University, March 2015
- 2015 Honorary Professor Award (higher award than Honorary Doctorate) and Life Appointment for outstanding Academic Achievements, Henan University of Technology (HAUT), China, April 2015
- 2012 Award of International Excellence, University of Granada in Spain, 2012.
- 1997 Ph.D in Education, Educational Psychology, University of Ottawa, Ontario, Canada, 1997.
- 1993 "Professor Honorario", higher award than Honorary Doctorate, by the Universidad Inca Garcilaso de la Vega, Lima, Peru.
- 1993 "Huesped de Honor", equivalent to a Honorary Doctorate by the National University of Rio Cuarto, Cordoba, Argentina.
- 1990 Ph.D. in Didactique (Curriculum & Instruction, Applied Linguistics), Laval University, Quebec, Canada
- 1984 Certificate, Educational Technology, Geneva Institute for Studies in Education, Switzerland, June 1984
- 1983 C.A.P.E.S. Postgraduate Secondary Teaching License, Teaching of French, Geneva Institute for Studies in Education, June 1983
- 1981 Certificate, English, King's College of Further Education, Bournemouth, UK, August 1981
- 1980 Licence ès Lettres (4 years) with thesis, Major I: French Literature & Semiotics, Major II: Linguistics; Minor: Psychology, Neuchâtel University, Switzerland, October 1980
- 1974 Post-secondary Degree, Music, Union of Geneva Conservatories, June 1974
- 1973 «Maturité fédérale» Secondary Degree, Type B - Classics and Sciences, 12 disciplines, Rousseau College, Geneva, Switzerland, June 1973

REGULAR PROFESSIONAL EXPERIENCE - <http://wisc.academia.edu/FrancoisVTochon>

- 2001- University of Wisconsin-Madison, Full Professor
School of Education, dept of Curriculum & Instruction (75%)
College of Letters and Sciences Dept of French & Italian (25%)
- 2000, University of Wisconsin-Madison, Associate Professor with tenure
- 1991-2000, University of Sherbrooke (Canada), Faculty of Education, Department of Teaching at the Preschool and Elementary levels, Full Professor, Didactique du français (French Curriculum & Instruction) and research (1994) with tenure (1993)
- 1989-1991, University of Manitoba, C.U.S.B., Faculty of Education, Associate Professor, Didactique du français (French Curriculum & Instruction, L1, L2, and Bilingual Immersion)
- 1987-1989, University of Geneva (Switzerland), Faculty of Psychology and Educational Sciences, Assistant (20%)
- 1986-1989, Geneva Institute for Studies in Education, Secondary Teacher Education (33% course release)
- 1983 to 1987, President of the Teachers of French, Geneva School District Board (Switzerland)
- 1981-1989, Cycle d'Orientation (Junior High Schools of Geneva), Collège des Grandes-Communes, Tenured, Teacher of French

1976-1977, Secondary Schools of Neuchâtel district, Mail College, Teacher of French and German

OTHER PROFESSIONAL EXPERIENCE

- 2018 Invited Professor: University of California at Irvine, USA; Guangzhou University of Foreign Studies, China; Sun Yat Sen University, China; ; South China Normal University, China; Guilin University of Engineering Technology, China; Guilin Normal University, China; University of Wyoming, USA.
- 2017 Invited Professor: University of Indiana-Bloomington, USA; University of Fribourg, Switzerland; University of Paris 5 Sorbonne Nouvelle, France; University of Geneva, Switzerland; University of Illinois at Urbana-Champaign, USA; Beijing University of Languages and Cultures, China; Beijing Normal University, China; Shanghai International Studies University, China; Zhejiang Normal University, China; Zhejiang International Studies University, China.
- 2016 Invited Professor: Chonbuk National University, Jeonju, South Korea.
- 2015 Invited Professor during sabbatical leave: Universidad de Antioquia and Universidad Luis Amigó, Medellín, Colombia; Beijing Languages & Cultures University, China; Yanbian University, Jilin, China; Beijing Foreign Studies University, China; University of Shanghai for Science & Technology, Shanghai, China; Zhejiang Normal University, China; Shanghai Normal University, China; Southeastern University, Nanjing, China; Chongqing University, China; Henan University of Technology and University of Zhengzhou, Henan, China.
- 2014 Invited Professor during sabbatical leave: Suleyman Shah University Istanbul; National Kaohsiung Normal University, Taiwan; Anadolu Open University. Eskisehir, Turkey; University of New Bulgaria, Sofia; University of South Queensland and Griffith University, Australia; South China Normal University and Guangdong University of Foreign Studies, China; University of Electronic Technology, Guilin, China; Hanoi University, Vietnam; Mahidol University, Bangkok, Thailand.
- 2013 January, Invited Professor by the University of Lyon 1, France
- 2012 December, Invited Professor by the University of Granada, Spain
- 2011-2012 Invited Professor at the Universities of BLCU, BFSU in Beijing, Nanjing Aeronautic in Nanjing, Zhejiang in Hangzhou, Shanghai Normal and Shanghai International Studies in Shanghai, Zhejiang Normal University, NCKU and National Kaohsiung Normal University in Taiwan.
- 2009-2010 Erasmus Mundus for workshops on Qualitative Research Methods and Electronic Portfolios in Akershus College (Norway), University of Granada (Spain), University of Porto (Portugal), University of Reims (France).
- June 2008, IUFM de Martinique, educational audit, Martinique Island, French West Indies.
- Feb.-May 2008 Yildiz Technical University, Istanbul, Turkey, invited professor
- Jan. 2008, CRIS Research Laboratory, University of Lyon 1, France, invited professor.
- Dec. 2007, Board of Directors of France Teacher Education. Paris, France
- October-November 2007, IUFM Champagne-Ardennes, University of Reims (URCA), France, visiting professor
- September 2007, IUFM Lyon, University of Lyon 1, France, visiting professor
- June 2006, Institut de Recherche et de Documentation Pédagogique and Aebli Naef Foundation, Neuchâtel, Switzerland, Invited Professor.
- Dec. 2003-Jan. 2004, Institut Universitaire de Formation des Maîtres (IUFM), Pointe-à-Pitre, Guadalupa, French West Indies, Invited Professor
- Dec. 2003, Institut Universitaire de Formation des Maîtres (IUFM), Fort-de-France, Martinique, French West Indies, Invited Professor
- 2002, Université des Antilles-Guyanes, Pointe-à-Pitre, Guadalupa, French West Indies, Invited Professor
- 2001, Universidad de Rio Cuarto (Cordoba), Argentina, Facultad de Ciencias Humanas, Invited Professor;
- Jan.-Aug. 2000, University of Wisconsin-Madison, School of Education, Dept of Curriculum & Instruction and College of Letters and Sciences, Dept of French & Italian, Visiting Associate Professor
- 1999, December, Teacher Education Institute of Guadalupa, French West Indies.
- 1998-1999, University of Nantes, France, Dept of Educational Science, Research Center in Teacher Education (CREN), Visiting Full Professor (rank A, first class, grade 3)
- 1997-1998, University of Rennes, France, Teachers' College IUFM de Bretagne, Visiting Full Professor rank A, first class, grade 3)
- 1996, University of Paris X Nanterre, Faculty of Psychological and Educational Sciences, Visiting Full Professor (rank A, first class, grade 3)
- 1995, University of Arizona, College of Education, Visiting scholar
- 1995, University of Paris 5 Sorbonne and National Institute for Pedagogical Research, Visiting Full Professor (rank A)
- 1994-1998, University of Montreal, Quebec, Faculty of Graduate Studies, Dept of Educational Psychology, Full Professor associated to 3d cycle studies

1994, Princeton University, New Jersey, PEAR laboratory/Human-Machine Information Processing Group, Invited Professor
1994, College of Foreign Languages, Hanoi National University, Viet-Nam, Faculty of Human Sciences and Literature, Invited Professor
1993, Universidad Nacional de Rio Cuarto (Cordoba), Argentine, Facultad de Ciencias Humanas, Invited Professor
1992, Academic Rectory of Fort-de-France, Martinique Island, Summer University of the French Antilles, Invited Professor
1992, Free University of Brussels Belgium, Faculty of Psychological and Pedagogical Sciences, Visiting Professor
1991, Direction of Normal Schools Bordeaux, France, National Plan for Teacher Education, Invited Professor
1990, Ontario Institute for Studies in Education, University of Toronto, School of Graduate Studies, Invited Professor
1981, Courrier of Geneva, Construire, Cultural news service, Journalism

TEACHING TASKS

Spring 2019

FR 821 Project-based Learning for Deep Language Acquisition, 5 students, 3 auditors
C&I 964 Research Seminar in World Language Education, 9 students, 6 auditors

Fall 2018

C&I 864 Semiotics for Education, 12 students, 6 auditors
C&I 343 6-12 Methods for Teaching World Languages, 5 students

Spring 2018

FR 821 Digital Video for Deep Language Learning & Teaching, 8 students, 3 auditors
C&I 964 Graduate Seminar in World Language Education, 14 students, 6 auditors

Fall 2017

C&I 343 6-12 Methods for Teaching World Languages, 5 students
C&I 764 Globalization and Linguistic Human Rights, 11 students, 14 auditors

Spring 2017

FR 590 Oral French in Society (for Future Teachers) 14 students
C&I 564 Advanced Problems in Teaching World Languages – 15 students

Fall 2016

C&I 864 Semiotics for Education, 14 students
C&I 343 6-12 Methods for Teaching World Languages, 10 students

Summer 2016

C&I 743 Educational Technologies for Deep Learning (online course) 11 students

Spring 2016

FR 821 Video Feedback for Deep Language Learning & Teaching, 14 students
C&I 564 Advanced Problems in Teaching World Languages, 8 students

Fall 2015

C&I 764 Globalization and Linguistic Human Rights, 12 students
C&I 964 Graduate Seminar in World Language Education, 14 students

Summer 2015

C&I 743 Educational Technologies for Deep Learning (online course)

Fall 2014 and Spring 2015

Sabbatical study abroad

C&I 864 Semiotics for Education, 9 students
FR 821 Video Feedback for Deep Language Learning & Teaching, 9 students

Fall 2013

C&I 764 Globalization and Linguistic Human Rights in Education

C&I 343 6-12 Methods for Teaching World Languages

Summer 2010

C&I 743 Educational Technologies for Deep Learning

Spring 2013

C&I 964 Research Seminar in World Language Education, 14 students + 4 auditors

Fall 2012

FR 350 Applied French Studies - Linguistique appliquée et enseignement du français langue étrangère, 10 students

C&I 975 Applied Semiotics for Deep Education, 20 students + 3 auditors

Spring 2012

FR821 Educational Technologies for Deep Learning, 15 students + 3 auditors

C&I 564 Advanced Problems in Teaching World Languages, 10 students

Fall 2011

C&I 764 Linguistic Human Rights in Education, 9 students

C&I 975 Deep Education and Transdisciplinarity, 10 students

Spring 2011

FR821 The Deep, Project-Based Approach to Teaching and Learning Languages, 11 students

C&I 564 Advanced Problems in Teaching World Languages, 10 students

Fall 2010

C&I 675 Introduction to Qualitative Statistics in Practice, 7 students

C&I 975 World Languages and Educational Technologies, 8 students

Summer 2010

C&I 675 Globalization and Linguistic Human Rights: Language Education Across Nations - 7

Spring 2010

C&I 975 Seminar: Post-colonial Perspectives on World Language Education, 11 students

C&I 564 Advanced Problems in Teaching World Languages, 12 students

Fall 2009

C&I 975 Transdisciplinarity and Complexity in the Classroom, 10 students

FR311 Advanced Conversation and Composition, 22 students

Summer 2009

C&I 675 Globalization and Linguistic Human Rights: Language Education Across Nations, 10 students

C&I 675 Introduction to Qualitative Statistics, 15 students

Spring 2009

C&I 975 Seminar: Defining Applied Semiotics, 12 students

C&I 564 Advanced Problems in Teaching World Languages, 13 students

Fall 2008

FR 901, Méthodes de recherche (Research Methods), 12 students

C&I 675 From Task-Based-Teaching and Learning to the Deep Approach (12 students)

Summer 2008

C&I 675 Globalization and Linguistic Human Rights: Language Policies Across Cultures, 12 students

Fall 2007 & Spring 2008 (Sabbatical leave)

C&I 990 Dissertators support, 8 students

Summer 2007

C&I 675 Globalization and Linguistic Human Rights: Language Policies Across Cultures, 8 students
C&I 699 Individual Reading, 1 student
FR 699 Individual Reading, 1 student
C&I 990 Dissertator support, 1 student

Spring 2007

C&I 975 Seminar in Critical Systems Theory and World Education, 12 students + 3 auditors
C&I 443 6-12 Student Teacher Supervision, 4 students
C&I 690 6-12 Graduate Student Teacher Supervision, 3 students
C&I 699 Individual reading, 1 student
C&I 990 Dissertators support, 3 students
FR 699 Individual Reading, 1 student

Fall 2006

FR 901, Méthodes de recherche (Research Methods), 16 students (6 online)
C&I 443 Student Teacher Supervision, 1 student
C&I 699 Individual Reading, 1 student
C&I 690 Field Experience, 1 student
C&I 990 Dissertators, 4+1 students

Summer 2006

C&I 675 International Studies and Language Discrimination, 8 students
C&I 699 Individual Reading, 1 student

Spring 2006

C&I 975 Seminar in World Languages and Educational Technologies, 10 students
C&I 442 K-8 Student Teacher Supervision, 4 students
C&I 443 6-12 Student Teacher Supervision, 1 student
C&I 990 Dissertators, 5 students

Fall 2005

FR 901, Méthodes de recherche (Research Methods), 12 students
C&I 975 Seminar in World Language Education

Summer 2005

C&I 675 Globalization and the Linguistic Genocide in Education

Spring 2005

C&I 375, Teaching World languages (K-8), 12 students
C&I 399 K-8 Student teacher supervision, 4 students
C&I 690 Field Experience, 4 students
C&I 456 Spanish Student Teaching supervision, 1 student

Fall 2004

FR 901, Méthodes de recherche (Research Methods), 12 students
C&I 564, Advanced Problems in Teaching Foreign Languages, 4 graduate students

Summer 2004

C&I 699, Individual readings 4 students
FR 699, Individual reading in French, 1 student
FR 821, Enseigner le français oral: problèmes et solutions (1 cr.)

Spring 2004

C&I 975, General Seminar, Semiotics for Educational Research, 8 students
FR 821, Digital Video for Foreign Language Teaching, 18 students

Fall 2003

C&I 345, 346, 356, Teaching of French, of German, of Spanish, 12 students

C&I 446, Student Teaching Secondary School French, 4 students
C&I 246, Practicum in Secondary School French, 1 student
C&I 256, Practicum in Secondary School Spanish, 1 student

Spring 2003

C&I 564, Advanced Problems in Teaching Foreign Languages, 10 students
FR 901, Méthodes de recherche (Research Methods), 10 students

Fall 2002

C&I 975, General Seminar, Semiotics for Educational Research, 7 students
C&I 564, Advanced Problems in Teaching Foreign Languages, 10 students
C&I 399-699, FLE Video Study Groups & Independent Study/Reading, 4 students
FR 400, French Civilization and Culture, 1 student

Spring 2002

C&I 975, General Seminar, Developing a Research Project in Language Education, 7 students
FR 821, Cooperative Learning for the Foreign Language Classroom, 10 students

Fall 2001

C&I 399-630-699, FLE Video Study Groups & Independent Study/Reading, 10 students
C&I 446, Student Teaching Secondary School French, 5 students

Spring 2001

C&I 975, General Seminar, Semiotics for Educational Research, 7 students
C&I 564, Advanced Problems in Teaching Foreign Languages, 10 students

Fall 2000

FR 629 Le Siècle des Lumières I: Rousseau and Education, 7 students
C&I 345, 346, 355, Teaching of French, of German, of Latin, 8 students

Spring 2000

Research (no courses)

Fall 1999

EDU 904, Research Seminar, 14 students
FRP 105-1 Didactique du français oral (Curriculum & Instruction of Oral French), 52 students
FRP 105-4 Didactique du français oral (Curriculum & Instruction of Oral French), 51 students

Spring 1999

Research (no courses)

Fall 1998

EDU 904, Research Seminar, 10 students
EDU 701, Research Methods, 24 students
PED 867, Reflective practice, 10 students
Students Teacher Supervision (language teaching), 4 students
FRP 105, Didactique du français oral (Curriculum & Instruction of Oral French), 58 students

Spring 1998

Research (no courses)

Fall 1997

EDU 904, Research Seminar, 6 students
PED 869, Work Methods and Awareness, 18 students
FRP 105, Didactique du français oral (Curriculum & Instruction of Oral French), 56 students
PED 867, Cooperative pedagogy, 14 students

Spring 1997

Research (no courses)

Fall 1996

EDU 904, Research Seminar, 10 students

DID 805, Teaching thinking, 20 students

PED 867, Cooperative Pedagogy, 20 students

FRP 105, Didactique du français oral (Curriculum & Instruction of Oral French), 45 students

Spring 1996

Research (no courses)

Fall-Spring 1995

Sabbatical leave

Fall 1994

EDU 703, Research Seminar, 12 students

EDU 701/PED 850, Research Methods (in English), 19 students

Spring 1994

MTD 805, Cognitive planning in teacher thinking (in English), 17 students

PED 850/EDU 701, Research Methods, 22 students

Fall 1993

FRP 102, Didactique du français oral (Curriculum & Instruction of Oral French), 33 students

Fall 1992

MTD 804, Classroom management, 18 students

DID 807, Integration workshop, 14 students

FRP 102, Didactique du français oral (Curriculum & Instruction of Oral French), 37 students

Spring 1991

Research (no courses)

Fall 1991

DID 804, Planning and teacher thinking, 10 students

FRP 102, Didactique du français oral (Curriculum & Instruction of Oral French), 37 students

Spring 1991

63.403, Language Arts I, 20 students

63.404, Language Arts II, 5 students

Fall 1990

63.301, Microteaching, 8 students

63.301, Microteaching, 8 students

63.301, Microteaching, 8 students

63.405, Teaching Methods, 25 students

Spring 1990

63.403, Language Arts I, 14 students

63.404, Language Arts II, 8 students

Fall 1989

63.301, Microteaching, 8 students

63.301, Microteaching, 8 students

63.301, Microteaching, 8 students

63.405, Teaching Methods, 23 students

OTHER TEACHING TASKS

Dec-Jan. 2003-2004

Institut de Formation des Maîtres de Guadeloupe, University of Antilles-Guyanes, video study groups and the analysis of teaching practices in French bilingual settings

June 2001

Universidad Nacional de Rio Cuarto (Argentina), cooperative pedagogy and classroom management

Spring 1999

University of Nantes (France), Analysis of practices in teaching and training, 40 students

Fall 1997-Spring 1998

I.U.F.M. (Teacher Ed College) of Brittany (France), Teacher educators' education – Reflective practice, 35 students

I.U.F.M. of Brittany (France), Research Forum, 35 students

I.U.F.M. of Brittany (France), Writing a Professional thesis, 25 students

I.U.F.M. of Brittany (France), Education of mentors, 25 students

Spring 1996

University of Paris X Nanterre, DEA presentations, 10 students

Summer 1993

Rio Cuarto, Planif. y didactica de la lengua, 40 students

Summer 1992

University of West Indies, Martinique – Cognitive Temporality and education, 50 students

Spring 1991

Free University of Brussels - Cognitive & pedagogical planning, 12 students

February 1990

Direction of Normal Schools (France), Teacher planning in the language class, 24 students

Summer 1990

OISE/University of Toronto, Curriculum Foundations, 20 students

OISE/University of Toronto, Descriptive Linguistics, 12 students

Fall-Spring 1988-1989

I.É.P.G. (Switzerland), Teaching Methods, 10 students

Fall-Spring 1987-1988

I.É.P.G. (Switzerland), Teaching Methods, 12 students

Fall-Spring 1986-1987

I.É.P.G. (Switzerland), Teaching Methods, 12 students

PUBLICATIONS - H Factor = 27

https://www.researchgate.net/profile/Francois_Tochon/

Books and University Press Books Written as Sole Author

*with peer review

Tochon, F. V. (2018, in press). *Help them learn a language: Why we need a Deep Approach to World Languages and Cultures* (2d edition). Beijing, China: Foreign Studies University Press.

*Tochon, F. V. (2018). *Deep University*. Blue Mounds, WI: Deep University Press.

*Tochon, F. V. (2014). *Help them learn a language: Why we need a Deep Approach to World Languages and Cultures*. Blue Mounds, WI: Deep University Press.

*Tochon, F. V. (2013). *Signs and Symbols in Education: Educational Semiotics*. Blue Mounds, WI: Deep University Press.

*Tochon, F. V. (2003). *L'effet de l'enseignant sur l'apprentissage en groupe* (Teacher's Impact on Group Learning). Paris: Presses Universitaires de France (University Press of France).

*Tochon, F. V. (2002). *Tropics of Teaching: Productivity, Warfare, and Priesthood*. Toronto, ON: University of Toronto Press.

*Tochon, F. V. (2001). *Enseigner le français oral* (Teach Oral French). Sherbrooke, QC: Sherbrooke University, CRP Publishers.

*Tochon, F. V. (1999). *Video Study Groups for Education, Professional Development and Change*. Madison, WI: Atwood. Foreword by Virginia Richardson and Gary Fenstermacher.

*Tochon, F. V. (1997). *Organiser des activités de communication orale* (Organizing Oral Exchange Language Tasks). Sherbrooke, QC: Sherbrooke University, Center of Pedagogical Resources (176 pages).

*Tochon, F. V. (1993). *L'enseignant expert* (The Expert Teacher). Paris: Nathan (256 pages).

*Tochon, F. V. (1991). *L'enseignement stratégique - Transformation pragmatique de la connaissance dans la pensée des enseignants* (Strategic Teaching - The Pragmatic Transformation of Knowledge in Teacher Thinking). Toulouse, France: South University Press (325 pages).

*Tochon, F. V. (1990). *La didactique du français: de la planification aux organisateurs cognitifs* (French Curriculum & Instruction: From Teacher Planning to its Cognitive Organizers). Paris: ESF (200 pages).

Tochon, F. V. (1989). *Guide de l'improvisation bien planifiée - Réflexion sur l'image* (Guide For Well-Planned Teacher Improvisation -Reflecting Self-Image). Winnipeg, MB: CUSB (115 pages).

Tochon, F. V. (1988). *Didactique du français: des objectifs au projet pédagogique* (French Didactics From Objectives to Planification). University of Geneva, Cahiers des Sciences de l'Education, 51 (187 pages). 1st edition: 1988; 2d edition: 1989.

Poetry Books

Tochon, F. V. (1974). *Anande d'Amour*. Geneva, Switzerland: Pajouvertes.

Tochon, F. V. (1984). *77 poèmes d'amour* (77 love poems). Geneva, Switzerland: Helios.

*Tochon, F. V. (2015). *Béryls de l'aube*. Blue Mounds, WI: Deep University Press. Hardcover.

Books and University Press co-Written Books

*with peer review

*Tochon, F. V. (2012). *The Deep Approach to Turkish Teaching and Learning. Final Research Report to the U.S. Department of Education*. Washington, DC, and Blue Mounds, WI: IRIS/U.S. Department of Education Deep University Press. 210 pages. ISBN: 978-1-939755-00-1

*Tochon, F. V., & Miron, J.-M. (2000). *Parents responsables*. Rapport de recherche présenté au Conseil québécois de la recherche sociale (Responsible Parents, Research report to the Quebec Council for Social Research). Sherbrooke, QC: Sherbrooke University, CRP Publishers, Canada (224 pages).

*Miron, J. M., & Tochon, F. V. (1998). *Parents experts (Expert Parents)*. Sherbrooke, QC: Sherbrooke University, Center of Pedagogical Resources (CRP) (128 pages).

Books and University Press Edited Books

*with peer review

*Tochon, F. V., & Auger, N. (2018). *Espaces éducatifs plurilingues et multiculturels en milieu scolaire pour les enfants de la migration (Plurilingual Educative Spaces in School Settings for Migration Children)*. Blue Mounds, Wisconsin, USA: Deep Education Press.

*Tochon, F. V., & Busciglio, D. Eds. (2018). *深度教育 跨越和超越学科 21 世纪超学科突破 (Deep Education Across the Disciplines and Beyond: A 21st Century Transdisciplinary Breakthrough)*. Blue Mounds, WI: Deep University Press.

*Harrison, K. M., Sadiku, M., & Tochon, F.V. Eds. (2018). *Displacement Planet Earth: Plurilingual Education and Identity for 21st Century Schools*. Blue Mounds, WI: Deep Education Press.

*Djuraeva, M., & Tochon, F. V. Eds. (2018). *Language Policy or the Politics of Language: Re-imagining the Role of Language in a Neoliberal Society*. Blue Mounds, WI: Deep University Press.

*Tochon, F. V., & Busciglio, D. Eds. (2017). *Deep Education Across the Disciplines and Beyond: A 21st Century Transdisciplinary Breakthrough*. Blue Mounds, WI: Deep University Press.

*Tochon, F. V. Ed. (2017). *The Deep Approach to Teaching and Learning World Languages and Cultures: Research on Turkish*. Blue Mounds, WI: Deep University Press.

*Tochon, F. V., & Harrison, K.M. Eds. (2017). *Policy for Peace: Language Education Unlimited*. Blue Mounds, WI: Deep University Press. 382 pages, ISBN: 978-1-939755-16-2

*Tochon, F. V. (2015). *Language Education Policies Unlimited: Global Perspectives and Local Practices*. Blue Mounds, WI: Deep University Press.

*Tochon, F. V., & Miron, J. M. (2004). *La recherche-intervention éducative (Educational Intervention-Research)*. Montreal, QC: Quebec University Press.

*Tochon, F. V. & Hanson, D. (2003). *The Deep Approach: World Language Teaching for Community Building*. Madison, WI: Atwood.

*Tochon, F. V. Ed. (2002). *The Foreign Self: Truth Telling as Educational Inquiry*. Madison, WI: Atwood.

*Tochon, F. V. Ed. (1997). *Éduquer avant l'école: l'intervention préscolaire en milieux pluriethniques et défavorisés (Educate before school: Preschool actions in multiethnic and low-income setting)*. Montreal, Brussels & Paris: Montreal University Press and De Boeck University Press (380 pages).

*Tochon, F. V. & Druc, I.C. (Éd.) (1992). *Oral et intégration des discours (Oral exchange and discourse integration)*. Sherbrooke, QC: CRP Publications, University of Sherbrooke (208 pages).

Tochon, F. V., Théé-Blöesch, S., & Balma, P.-A. (1988). *Fiches méthodologiques de français (Methodological Card-Index for Language Teaching)*. In collaboration, Geneva, Minister of Public Education, Cycle d'Orientation, February (300 pages).

Farquet, R., Rougemont, É., Sauge, A., Tochon, F. V., & Turian, I. (1984). *Étude de la langue - Les fonctions (Language Study - Grammar Functions)*. Geneva, Minister of Public Education, Cycle d'Orientation (384 pages).

Books and University Press Book Translations

*with peer review

*Tochon, F. V. (2018, in press). *教育符号学：教育中的符号与象征 (Educational Semiotics: Signs and Symbols In Education)*. Beijing, China: Tsinghua University Press.

*Tochon, F. V., & Harrison, K. M. (2017). *为了和平 无限可能的语言教育政策. (Policy for Peace: Language Education Unlimited)*. Blue Mounds, WI: (美) 德普大学出版社.

*Tochon, F. V. (2016). *世界语言与文化深度教育法 帮助学习者深度学习语言. 世界语言与文化深度教育法 帮助学习者深度学习语言*. Blue Mounds, WI: (美) 德普大学出版社.

- *Tochon, F. V. (2014). *L'azione dell'insegnante sull'apprendimento in gruppo* (Teacher's Impact on Group Learning). Roma, Italy: Aracne Editrice
- *Tochon, F. V. (2003). *El análisis de la práctica con ayuda del video* (Video-based Analysis of Practice). Río Cuarto, Argentina: Editorial de la Fundación Universidad Nacional de Río Cuarto. http://www.unrc.edu.ar/publicar/efunarc/cat_ped.html
- *Tochon, F. V. (2002). *L'analyse de la pratique assistée par vidéo* (Video-Based Analysis of Practice). Sherbrooke, QC: Sherbrooke University, CRP Publishers. ISBN 2-89474-040-9. <http://edcrp.educ.usherbrooke.ca/>
- Tochon, F. V. (1999). *Ly luan day tieng pháp* (Language didactics). Hanoi, Việt-Nam: Education Publishers, translation by the CAEF.
- *Tochon, F. V. (1997). *Nh giaó Chuyên gia*. Hanoi, Việt-Nam: Science and Technics Publishers.
- *Tochon, F. V. (1995). *A língua como projecto didáctico* (Language and Pedagogical Projects). Porto, Portugal: Porto Editora (208 pages).
- *Tochon, F. V. (1994). *Organisadores didácticos - La lengua en proyecto* (Pedagogical Organizers - The Language in Project). Buenos Aires: AIQUE (218 pages -2 editions in Argentina and one in Mexico by Editorial Trillas).

Editor of Special Issues for Scientific Journals

- *Tochon, F. V. Ed. (2009). Special issue on 'Semiotics and Educational Inquiry'. International Applied Semiotics Journal. (online journal: http://academicepublishing.com/iasj_special_2009.pdf)
- *Tochon, F. V. Ed. (2004). La construction de l'expert (The Construction of Educational Expertise). Special Issue. *Recherche et Formation*, 47. Paris, France. Published March 2005.
- *Tochon, F. V. Ed. (2002). Special issue on Semiotic Consciousness. International Journal of Applied Semiotics, volumes I and II.
- *Tochon, F.V. Ed. (1999). Journal Instructional Science, special issue on "Didactics in the Francophone World", 27(1-2).
- *Tochon, F. V. (1999). International Journal of Applied Semiotics, 1. Special Issue on "The Game of References and Academic Joy".
- *Tochon, F.V., & P. Trudel Eds. (1996). La rétroaction vidéo en recherche et en formation (Video feed-back in research and education). *Revue des sciences de l'éducation* (special issue), XXII(3).

Forthcoming books and University Press books

* with referees

- *Allred, K. M., Pesavento, T., & Tochon, F. V. Eds. (in press). *From Personal to Policy: Multidimensional Perspectives on Technology in Language Education Policy*. Blue Mounds, WI: Deep University Press.

Articles published in a scientific Journal and Book chapters

*with peer review

- *Tochon, F. V. (2019, in press). Educational Globalization and the Creation of Split Identities. In I. Liyanage & A. Walker (Eds.), *Multilingual Education Yearbook – 2019: Media of Instruction & Multilingual Settings*. Springer International.
- *Tochon, F. V. (2019, in press). Teaching Languages and Cultures through A Deep, Non-formal Multiliteracy Approach. *Research Innovator: International Multidisciplinary Peer-Reviewed Journal*.
- *Tochon, F. V., & Timm, Y, (2019, in revision). Integration of International Chinese Language Education in the U.S. Historical Overview and Case Study. *International Chinese Language Education*, Beijing, China.
- *Tochon, F. V. (2019, in press). Language Education Policy in The United States: A Hesitation Waltz. In M. Jiménez Raya, T. Lamb & B. Manzano Vázquez (Eds.), *International Perspectives on Language Education Policy*. Frankfurt am Main & New York: Peter Lang.
- *Tochon, F. V. (2019, in press). Video Feedback as Policy in World Language Education. In M. K. Allred, T. Pesavento, & F. V. Tochon (Eds.), *From Personal to Policy: Multidimensional Perspectives on Technology*

- in Language Education Policy* (pp.267-294). Blue Mounds, WI: Deep Education Press.
- Tochon, F. V., & Pesavento, T. (2019, in press). Conclusion. In M. K. Allred, T. Pesavento, & F. V. Tochon (Eds.), *From Personal to Policy: Multidimensional Perspectives on Technology in Language Education Policy* (pp.350-369). Blue Mounds, WI: Deep Education Press.
- *Tochon, F. V. (2018). Decolonizing Foreign Language Education: The Misteaching of English and Other Imperial Languages. In D. Macedo (Ed.), *Decolonizing Foreign Language Education: The Misteaching of English and Other Colonial Languages* (pp.360-372). New York: Routledge, Series in Critical Narrative. ISBN-13: 978-1138320697
- *Yu, T. 谭瑜, & Tochon, F.V. 涂尚 (2018). 深度教育法视角下高校学生跨文化能力自主培养模式探究 (A Study on the Deep Intercultural Competence Development Model for College Students in China). *Journal of Hubei University for Nationalities* (Philosophy and Social Sciences), 36(3), 177-181. ISSN: 1004-941X
- *Tochon, F. V. (2018). Transcultural Reasoning and Social Harmony: Moral Paradoxes of Incultural Education. In K.M. Harrison, M. Sadiku & F.V. Tochon, F.V. (Eds.), *Displacement Planet Earth: Plurilingual Education and Identity for 21st Century Schools* (pp.23-53). Blue Mounds, WI: Deep Education Press.
- *Tochon, F. V. (2018). Espaces éducatifs plurilingues pour les enfants de la migration (Multilingual Educative Spaces for Migration Children). In F.V. Tochon & N. Auger (Eds.), *Espaces éducatifs plurilingues et multiculturels en milieu scolaire pour les enfants de la migration* (Plurilingual Educative Spaces in School Settings for Migration Children, pp.5-16). Blue Mounds, WI: Deep Education Press.
- Tochon, F. V. (2018). *Conclusion. The Turn Toward Deep Value*. In M. Djuraeva, M., & F.V. Tochon (Eds.), *Language Policy or the Politics of Language: Re-imagining the Role of Language in a Neoliberal Society*. (pp.373-393). Blue Mounds, WI: Deep University Press.
- *Tochon, F. V. (2017). Deep Education. In F. V. Tochon & D. F. Busciglio (Eds.), *Deep Education Across the Disciplines and Beyond: A 21st Century Transdisciplinary Breakthrough* (pp.21-44). Blue Mounds, WI: Deep University Press.
- *Tochon, F. V. (2017). Toward Deep Evaluation. In F. V. Tochon & D. F. Busciglio (Eds.), *Deep Education Across the Disciplines and Beyond: A 21st Century Transdisciplinary Breakthrough* (pp.301-326). Blue Mounds, WI: Deep University Press.
- *Tochon, F. V. (2017). Authority as the Problem and the Solution. In F. V. Tochon & D. F. Busciglio (Eds.), *Deep Education Across the Disciplines and Beyond: A 21st Century Transdisciplinary Breakthrough* (pp.521-538). Blue Mounds, WI: Deep University Press.
- *Tochon, F. V. (2017). The Development of Deep Learning and Intercultural Strategies. In F. V. Tochon, F. V. (Ed.), *The Deep Approach to Teaching and Learning World Languages and Cultures: Research on Turkish* (pp.181-198). Blue Mounds, WI: Deep University Press.
- *Tochon, F.V. (2017). Policy for Peace is Multilingual. In F. V. Tochon & K. M. Harrison (Eds.), *Policy for Peace: Language Education Unlimited* (pp.17-46). Blue Mounds, WI: Deep University Press.
- *Tochon, F.V. (2017). Conclusion: Plurilingualism as a Policy for Peace Education. In F. V. Tochon & K. M. Harrison (Eds.), *Policy for Peace: Language Education Unlimited* (pp.321-346). Blue Mounds, WI: Deep University Press.
- *Tochon, F.V. (2016). How the Theory of Emotions May Support Multicultural Education and Peace. In Kame (Ed.), *Envisioning New Possibilities of Multicultural Education* (pp.643-659). Seoul, South Korea: Seoul National University.
- *Tochon, F. V. (2016). Logiques d'intégration des portfolios électroniques en formation des enseignants turques et français: trois études de cas (Three Case Studies: Rationales for Integrating ePortfolios in French and Turkish Teacher Education). In B. Savarieau and M. Boissart (Eds.), *Le portfolio entre ingénierie et reliance sociale* (Portfolio between instructional engineering and social relevance, pp.69-86). Paris: L'Harmattan.
- * Liao, Y-H, & Tochon, F.V. (2016). Inclusion of students with hearing impairments in the foreign language classroom: insider stories. In D. Zay (Ed.), *Inclusion Through Shared Education* (pp.83-108). Blue Mounds, WI: Deep University Press.
- *Tochon (涂尚 2015).深度法对学习世界语言和文化的效能——论外语学习的下一个主流方法. *FLTR, BFSU*

Journal of Applied Linguistics, Beijing.

- *Tochon, F. V. (2015). Multilingualism as Policy for Peace Education. *LPLE - SHISU Journal of Language Policies* (published by notorious Commercial Press of China).
- *Tochon, F. V. (2015). Mobile Experiences of an Adolescent Learning Spanish Online in a 21st Century High School. *International Journal of Pedagogies and Learning*, 20(10), 1-16.
<http://dx.doi.org/10.1080/22040552.2015.1113850>
- *Tochon, F. V., & Liao, Y. H. (2015). Inclusion des étudiants malentendants dans les classes de langue étrangère: récits d'expériences. *Recherches et Education*, 14, 56-70.
- *Tochon, F. V. (2015). Foreword. A Political Turn: Education for Autonomy at a Time Teaching and Teacher Education are Under Aggression. In M. Jimenez Raya & T. Lamb (Ed.), *Enhancing Autonomy in Language Education: A Case-Based Approach to Teacher and Learner Development* (pp.vii-xv). Oxford: Wiley-Blackwell.
- Tochon, F. V. (2015). UDEEEWANA is in good place to Meet the Goal of Global Communication for Distance Education Institutions. *Glokalde*, 1(3), Notes for Editor 2. Online Journal: <http://www.glokalde.com>
- Tochon, F. V. (2015). Preface. From the Language of Economic Power and Prestige to Languages for the Planet. In F. V. Tochon (Ed.), *Language Education Policy Unlimited: Global Perspectives and Local Practices* (pp.9-20). Blue Mounds, WI: Deep University Press.
- *Tochon, F. V. (2015). Language Education Policy Studies in a Global Context: An Introduction. In F. V. Tochon (Ed.), *Language Education Policy Unlimited: Global Perspectives and Local Practices* (pp.33-53). Blue Mounds, WI: Deep University Press.
- *Tochon, F. V. (2015). Governmentalities Towards Autonomy: Policy Enforcement as Abusive Parenting? In F. V. Tochon (Ed.), *Language Education Policy Unlimited: Global Perspectives and Local Practices* (pp.391-414). Blue Mounds, WI: Deep University Press.
- Tochon, F. V. (2015). Conclusion. From Determinism to Humanism in Language Education Policies. In F. V. Tochon (Ed.), *Language Education Policy Unlimited: Global Perspectives and Local Practices* (pp.415-423). Blue Mounds, WI: Deep University Press.
- Harrison, K. M., & Tochon, F. V. (2015). Interpreting Language in Education Policies: Conceptual, Disciplinary, Indigenous and Deep Parameters for Multilingual Environments. In F. V. Tochon (Ed.), *Language Education Policy Unlimited: Global Perspectives and Local Practices* (pp.351-390). Blue Mounds, WI: Deep University Press.
- *Tochon, F. V. (2014). La formation réflexive pour une approche plus profonde de l'enseignement des langues et cultures (Reflective education for a deeper approach to teaching world languages and cultures). *Recherches et Applications / Le Français dans le Monde*, 56, 102-117.
- *Tochon, F. V. (2014). Các công nghệ học kết hợp cho hướng tiếp cận chuyên sâu trong giảng dạy và học tập ngoại ngữ (Blended Technologies for a Deep Approach to Foreign Language Teaching and Learning). In *Proceedings of the International Conference "Foreign Languages in the Trend of International Integration" - The 55th Founding Anniversary of Hanoi University* (pp.679-686). Hanoi, Vietnam: Hanoi University Press.
- *Tochon, F. V., & Druc, I. C. (2014). Áp dụng hướng tiếp cận chuyên sâu về ngoại ngữ và văn hóa trong giảng dạy tiếng việt (How to Apply the Deep Approach of Foreign Languages and Cultures to Teaching Vietnamese). In *Proceedings of the International Conference "Foreign Languages in the Trend of International Integration" - The 55th Founding Anniversary of Hanoi University* (pp.398-413). Hanoi, Vietnam: Hanoi University Press.
- *Tochon, F. V. (2014). Derin Türkçe Öğreniminde Proje Temelli Müfredat Tasarlanması (Challenges Of Designing A Curriculum For Deep Turkish Learning). In Mehmet Uysal (Ed.), *Proceedings the Symposium on New Approaches to Foreign Languages Teaching*, Suleyman Demirel University. Isparta, Turkey.
- *Tochon, F. V., Karaman, A. C., & Ökten, C. E. (2014). Online instructional personal environment for deep language learning. *The International Online Journal of Education and Teaching* (IOJET), 1(2).
<http://iojet.org/index.php/IOJET/article/view/32>
- *Tochon, F. (2014). The Role of Semiotics in Language Education Inquiry. *Proceedings of Sozopol Seminar*

Southeast European Center for Semiotics Studies, Sofia: New Bulgarian University, Sofia-Bulgaria Press.

- *Tochon, F.V. (2013). Effectiveness of deep, blended language learning as measured by oral proficiency and course evaluation. *Journal of the National Council of Less Commonly Taught Languages, 14*, 53-88.
- *Tochon, F. (2013). Planification ouverte de l'enseignement dans une approche profonde de l'apprentissage. In CRIPEDIS, Myriam de Kesel, Mathieu Bouhon, Jean-Louis Dufays & Jim Plumet (Eds.), *La planification des apprentissages: Comment les enseignants préparent-ils leurs cours?*, (pp. 31-62). Bruxelles, Belgium: UCL Presses Universitaires de Louvain/Leuven University Press.
- *Tochon, F., & Fer, S. (2013). Eğitimsel Sorgulama Çerçevesinde Gerçekliği Arayış: Yabancı Özümüzü Ehlileştirmek (Truth Telling As Educational Inquiry: Taming The Foreign Self). *Gazi Journal of Education - GEFAD / GUJGEF, 33*(3), 443-474.
- *Tochon, F. V. (2013). Research on the Possible Implications of Multimedia Language Education with iPad or Tablet PC. *The Online Journal of Language Learning Technologies, 2*(1), 31-60.
- Tochon, F. V., Karaman, A. C., & Ökten, C. E. (2013). Online Instructional Hyper Textbook as Personal Environment for Deep Language Learning (WCER Working Paper No. 2013-4). Retrieved from University of Wisconsin–Madison, Wisconsin Center for Education Research website: <http://www.wcer.wisc.edu/publications/workingPapers/papers.php>
- *Karaman, C., Ökten, C., & Tochon, F. V. (2012). Learning the Deep Approach: language teachers' voices. *Porta Linguarum, 18*, 79-95.
- Tochon, F. V. (2012). Chapter 1. Technologies émergentes dans les institutions éducatives (Emerging Technologies in Educational Institutions). In M. L. Delgado & M. Lopez Sanchez (Eds.), *Respuestas emergentes desde la organizacion de instituciones educativas* (pp.15-43). Granada, Spain : University of Granada Press.
- *Tochon, F. (2012). Las tecnologías emergentes en instituciones educativas: ventajas y riesgos potenciales. *Journal for Educators, Teachers and Trainers, 3*, 188 – 202. http://www.ugr.es/~jett/pdf/vol03_14_jett_tochon.pdf
- *Tochon, F. V. (2011). Le savoir-évaluer comme politique éducative: Vers une évaluation plus profonde (Evaluative Knowledge as Educational Politics: Towards a Deeper Evaluation). *Mesure et Évaluation en Éducation, 34*(3), 133-156. (Published May 2012.)
- *Tochon, F. V. (2011). Deep Education: Assigning a Moral Role to Academic Work. *Educação, Sociedade & Culturas (Education, Society and Cultures - University of Porto, Portugal), 33*, 17-35.
- *Tochon, F. V. (2011). Reflecting on the paradoxes of foreign language teacher education: a critical system analysis. *Porta Linguarum, 15*, January, 7-24. http://www.ugr.es/~portalin/articulos/PL_numero15/1.%20FRACOIS%20VICTOR.pdf
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- *Tochon, F. V. (2011). Research on the Possible Implications of Multimedia Language Education with iPad or Tablet PC. Keynote Speech. *Proceedings of the Fifteenth international conference of APAMALL and ROCMELIA* (pp.15-27). Kaohsiung, Taiwan: National Kaohsiung Normal University.
- *Tochon, F. V. (2011). Propos libres sur la formation des enseignants: Une entrevue avec François Victor Tochon. (Free Speech on Teacher Education). Formations et pratiques d'enseignement en questions. *Revue des Hautes écoles pédagogiques et institutions de formation de Suisse romande et du Tessin, 12*, 9-18.
- Tochon, F. V., Karaman, A. C., & Ökten, C. E. (2011). *Türkçe'nin Yabancı Dil Olarak Öğrenimi'nde Derin Yaklaşım İçin Öğretimsel Düzenleyiciler*, 9. Proceedings of Uluslararası Dünyada Türkçe Öğretimi Sempozyumu'nda Sunulan Bildiri. Bışkek, Kırgızistan.
- *Karaman, A. C., & Tochon, F. V. (2010). Worldviews, Criticisms, and the Peer Circle: Experiences of a Prospective Teacher Student Teaching Abroad. *Foreign Language Annals, 43*(4), 583-604.
- *Ökten, C. E., & Tochon, F. V. (2010). Öğretmen Adaylarının Alan Eğitiminde Tam Anlam Üretme Sürecini İzlençe Haritalandırılmasıyla Araştırmak (Curriculum Mapping and Instructional Affordances: Sources of Transformation for Student Teachers.) *Transnational Curriculum Inquiry, 7*(1). <http://ojs.library.ubc.ca/index.php/tci/article/view/2026>
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- Tochon, F. V. (2002). "Research in International Education: Experience, Theory, and Practice" by Liora Bresler and Alexander Ardichvili. New York: Peter Lang." *International Journal of Applied Semiotics*, 3(2), 117-128.
- Tochon, F. V. (2002). Thomas A. Sebeok (2001). *The Swiss Pioneer in Nonverbal Communication Studies: Heini Heidiger (1908-1992)*. Ottawa, ON: Legas Press (52 pages). *International Journal of Applied Semiotics*, 3(1).
- Tochon, F.V. (1998). Review of John Devine, "Maximum Security". *Journal of Curriculum Studies*, 30(4), 479-482.
- Tochon, F. V. (1994). Towards a Post-Modern Psychology «L'invention de la psychologie moderne» of G. Paicheler, Paris: L'Harmattan. *Theory and Psychology*.
- Tochon, F. V. (1994). «L'invention de la psychologie moderne» de Geneviève Paicheler, Paris: L'Harmattan. *Cahiers de la recherche en éducation*, 1(2), 375-376.
- Tochon, F. V. (1991). «Planifier un cours, c'est prendre des décisions» (Planning is Decision-Making) of Evelyne Charlier, 1989. *Revue française de Pédagogie*, 97.
- Tochon, F. V. (1989). «Où va la pédagogie du projet?» (What Evolution for Pedagogies by Projects ?) *Education et Recherche*, 2.

Vocational reports

- Tochon, F. V. (1991). *L'audit écologique: Un moyen d'adaptation formative de l'industrie par l'éthique professionnelle (Ecological Auditing: A Tool for a Formative Adaptation of Industry through Professional Ethics)*. Plan Vert. Sherbrooke, Quebec: Université de Sherbrooke.
- Tochon, F. V. (1990). *Once Upon a Time... A Teachers-Based Curriculum*. Winnipeg: CUSB, CEFCO.
- Tochon, F. V. (1987). *Propositions en vue d'une meilleure structuration des plans d'études du Cycle d'Orientation (Proposals for a Better Structuring of the Secondary School Curriculum)*. Geneva, Cycle d'Orientation, Service de l'Enseignement, September 30.
- Tochon, F. V. (1987). *Propositions pour un Cycle d'Orientation adapté et tenant compte des différences individuelles - La classe pour enfants précoces (Proposals for an Adaptation of the Secondary School System to Individual Differences - The Case of Gifted Children)*. Geneva, Cycle d'Orientation, Service de l'Enseignement, January 18.
- Tochon, F. V. (1987). *Propositions pour un Cycle d'Orientation adapté et progressif selon l'orthopédagogie et la*

pédagogie de maîtrise - La classe de remédiation et la classe intermédiaire (Proposals for an Adaptation of the Secondary School System According to Orthopedagogy and Mastery Learning - The Intermediary Class and the Class for Remediation). Geneva, Cycle d'Orientation, Service de l'Enseignement, January 6 1987.

Tochon, F. V. (1986). La planification des objectifs dans l'enseignement du français (Goal-Directed Planning in Language Arts Teaching). Geneva, Cycle d'Orientation, Service de l'Enseignement.

Tochon, F. V. (1986). Proposition d'un modèle de formation des maîtres de français pour le Cycle d'Orientation (Proposal for the Language Arts Secondary Teachers' Education). Geneva, Cycle d'Orientation, Service de l'Enseignement.

Rougemont, E., Bach, P. & Tochon, F. V. (1984). Plan d'études restructuré par objectifs - Projet final (Restructuring the Language Arts Curriculum -Final Project). Présidence du Groupe de Français, Geneva, Minister of Public Education, Cycle d'Orientation.

Tochon, F. V. (1984). L'actualisation des objectifs dans la pratique pédagogique -Le passage à l'acte dans la pédagogie par objectifs (Actualizing Objectives in Pedagogical Practice: From the Goal-Directed Instructional Design to Action). Geneva: Université de Genève, Faculté de Psychologie et des Sciences de l'Education.

Rougemont, E., Bach, P. & Tochon, F. V. (1983). Compte rendu des journées d'étude de français (Report on A Study Workshop on Language Arts Teaching). Geneva, Minister of Public Education, Cycle d'Orientation (70 pages).

Rougemont, E., Bach, P., & Tochon, F. V. (1982). Projet de plan d'études restructuré (Restructuring the language Arts Curriculum - Project). In collaboration. Geneva, Minister of Public Education, Cycle d'Orientation.

Software (Computer Applications)

Brandon & Tochon (1996). COACH – Computer Observation and Analysis of CoacHing. Pascal++ on Macintosh.

Brandon & Tochon (1994). INCA – Interactive Classroom Analysis software. Tool to process data from observations with a cognitive grammar coding. Pascal ++ on Apple LCII

Communications and lectures

*with peer review

*Tochon, F. V. (2018). Teaching Languages and Cultures through A Deep, Non-formal Multiliteracy Approach. Keynote lecture at the International Conference on Teaching Language, Culture and Literature through Multimedia on "Teaching Language, Culture and Literature through Multimedia." University of Mumbai, India, December 19-22, 2018.

Tochon, F. V. (2018). Nouveaux usages possible de la vidéo en recherche et en formation/développement professionnel des enseignants (New possible practices with video in research and teacher education/development)? Invited seminar given at the University of Geneva, Switzerland, December 14, 2018.

*Tochon, F. V. (2018). *Developing Talent in Higher Education: Policy Recommendations*. Talent Project for Innovation & Development. Henan Matchmaking Event for Innovation and Development. International Convention and Exhibition Center of Zhengzhou, Henan Province, China. October 26, 2018.

Tochon, F. V. (2018). *Why a New Approach to Language Learning?* Invited lecture given at Henan University of Technology. Zhengzhou, Henan Province, China, October 24, 2018.

Tochon, F. V. (2018). *Online Opportunities for Deeper Learning*. Invited lecture given at Henan University of Science and Technology in Luoyan, Henan Province. China, October 27, 2018.

Tochon, F.V. (2018, July). Language Education Policies and Deeper Higher Education. Invited seminar given at the Higher Education Institute, Beijing Normal University, Beijing, China, October 22, 2018.

Tochon, F.V. (2018, July). Autonomy as Education Policy to Increase Program Effectiveness in Languages and Cultures. Guest lecture given at Harbon Institute of Technology, Weihai, China, July 7-9, 2018.

Tochon, F.V. (2018, July). The Waltz of Language Teaching Policy in the United States and its Impacts on Language Teacher Education. Guest lecture given at Harbon Institute of Technology, Weihai, China, July 7-9, 2018.

Tochon, F.V. (2018, July). Language Education Policies and Peace Studies. Guest lecture given at Harbon Institute of Technology, Weihai, China, July 7-9, 2018.

Tochon, F.V. (2018, July). Language Education Policies and Peace Studies. Guest lecture given at Harbon Institute of Technology, Weihai, China.

Tochon, F.V. (2018, April). Deep Education, Student Autonomy and Open Programs. Invited lecture given at the

- College of Education of the University of Wyoming, sponsored by the Literacy Endowed Chairs and Social Justice Office. And Modern Languages Department. Friday 27 April 2018. Laramie, WY.
- Tochon, F.V. (2018, March). Introduction: The Deep Approach to Languages Education. Invited lecture given at Guilin Normal University. Guangxi Zhuang Autonomous Province, China, March 29, 2018.
- Tochon, F.V. (2018, March). Prolegomena for a Deep Approach to Foreign Language Education. Invited lecture given at Guilin University of Technology. Guangxi Zhuang Autonomous Province, China, March 28, 2018.
- Tochon, F.V. (2018, March). Introducing a Deep Approach to Vocational Education & Training: Exploratory Practice, Video Study Groups and Narrative Inquiry. Lecture for students of Network Engineering and E-Commerce - CVTE, Guangzhou, China, March 25-27, 2018.
- Tochon, F.V. (2018, March). Comment se former une compétence d'autonomie? Lecture proposed to the Department of French of Su Yat Sen University. Guangzhou, China, March 23-24, 2018.
- Tochon, F.V. (2018, March). Une approche plus profonde pour accroître sa compétence à lire, écrire, et parler en français? Workshop proposed to the Department of French of Su Yat Sen University. Guangzhou, China, March 23-24, 2018.
- Tochon, F.V. (2018, March). *The Endonorm Paradox: What Lingua Franca Experts Bring to Foreign Language Teacher Education for a Deeper Scholarship of Teaching*. Invited Lecture given at the School of Foreign Languages, Guangzhou Foreign Studies University, Guangzhou, China, March 21-22, 2018.
- Tochon, F.V. (2018, March). *Deep Approach for the Middle School English Teacher*. Invited Lecture given at the School of Foreign Languages, Guangzhou Foreign Studies University, Guangzhou, China, March 22, 2018.
- Tochon, F.V. (2018, March). *How Publish in International Academic Journals*. Invited Lecture given to postgraduate students at the School of Foreign Languages, Guangzhou Foreign Studies University, Guangzhou, China, March 22, 2018, 8:30am-10:10am.
- Tochon, F.V. (2018, March). *American Teacher Education Training System and its New Requirements*. Invited Lecture given to undergraduate students at the School of Foreign Languages, Guangzhou Foreign Studies University, Guangzhou, China, Wednesday, March 21, 2018, 6:30pm-8:20pm.
- Tochon, F.V. (2018, March). Techno-Utopia: What Educational Semiotics Can Teach Us. Invited Lecture given at Lingnan Normal University (LNU), Zhanjiang, Guangdong, China, March 20, 2018.
- Tochon, F.V. (2018, February). *Techno-Utopia and 21st Century Distance Learning*. Invited Lecture for the 21st Literacies Course, School of Education, room MPAA 330, University of California-Irvine. February 8, 2018.
- Tochon, F. V. (2017, November). The Role of Language Education Policies in Peace Building. Invited Lecture given at the School of Applied Foreign Language of Zhejiang International Studies University, Hangzhou, China, November 2, 2017.
- Tochon, F. V. (2017, November). New Approaches to Foreign Language Studies. Invited Lecture given at the School of Applied Foreign Language of Zhejiang International Studies University, Hangzhou, China, November 2, 2017.
- Tochon, F. V. (2017, November). The Deep Approach as One Way to Address the Needs of Non-English majors. Invited Lecture given at the School of Education, Zhejiang Normal University. Jinhua, China, November 1, 2017.
- Tochon, F. V. (2017, October). Language Education Policy in America: Past and Present. Invited Lecture given at the School of Education, Shanghai International Studies University. Shanghai, China, October 30, 2017.
- Tochon, F. V. (2017, October). Reconceptualizing Teacher Education for Peace. Invited Lecture given at the School of Education, Beijing Normal University. Beijing, China, October 26, 2017.
- Tochon, F. V. (2017, October). Deep higher Education: A Call for Choice in the Academia. Invited Lecture given at the Institute for International Studies, Beijing Normal University. Beijing, China, October 25, 2017.
- Tochon, F. V. (2017, October). Posthumanism: Educating Cyborg Youth. Invited Lecture given at the School of Education, Beijing Languages and Cultures University. Beijing, China, October 24, 2017.
- Tochon, F. V. (2017, October). Plurilingualism and Peace: Our Role as Educators. Invited Lecture given at the School of Foreign Languages, Beijing Languages and Cultures University. Beijing, China, October 23, 2017.
- Tochon, F. V. (2017, May). Presidential Introduction to the Conference. Politiques linguistiques et inclusion identitaire. 2017 INLEPS at the University of Paris 5 Sorbonne Nouvelle. Paris, France.
- Tochon, F. V. (2017, May). Pourquoi nos approches des langues sont inadéquates et comment valoriser l'apprenant? 2017 INLEPS at the University of Paris 5 Sorbonne Nouvelle. Paris, France.
- Tochon, F. V. (2017, March). K-12 Teachers as Policymakers: Deep, Inclusive Approaches to Displaced and Migrant Children's Education. Roundtable organized with Denise Hanson at the 2017 INLEPS Conference sponsored by the Spencer Foundation. Gordon Events Center, Madison, Wisconsin, March 15-17, 2017.
- Tochon, F. V. (2016, May). Semiotics, Deep Learning, and the Future of Evaluation. Lecture given at the Seoul Teachers Association. Friday, May 20, 2016.

- Tochon, F. V. (2016, May). Policy for Multicultural Education and Peace. Lecture given at the KAME annual conference. Korean Association for Multicultural Education, Seoul, South Korea. Thursday, May 19, 2016.
- Tochon, F. V. (2016, May). Leveling of Education within Neoliberal Cyber Competition: Towards Critical Semiotics. Lecture given at Chonbuk National University, Jeonju, South Korea. Tuesday, May 17, 2016.
- Tochon, F. V. (2015, October). *Language education policy from Theory to Local Practices*. Keynote address given at the 2015 International Conference on Language Education Policy, global perspectives and local practice. University of South Queensland. Townsville, Australia.
- Tochon, F. V. (2015, July). Deeper Higher Education. Conference on Deep Education, Arena, WI, July 7-8, 2015.
- Tochon, F. V. (2015, April). *Designing the Flipped Classroom: Blending Technologies for a Deep Approach to Foreign Language Teaching and Learning*. Lecture given at Henan University of Technology (HAUT). Zhengzhou, Henan, China. April 10, 2015.
- Tochon, F. V. (2015, April). *Challenges to the Flipped Language Classroom*. Lecture given at the University of Zhengzhou, College of Foreign Languages. Zhengzhou, Henan, April 9, 2015, 3:00pm.
- Tochon, F. V. (2015, April). *Modalities of Inservice Teacher Professional Development*. Seminar given to the staff of the Center for Enhancement of Teaching and Learning (CET&L), Chongqing University. Chongqing, China, April 7, 2015.
- Tochon, F. V. (2015, April). *Why Do We Need a New Approach to Foreign Language Teaching?* Lecture given at the Center for Enhancement of Teaching and Learning (CET&L), Chongqing University. Chongqing, China, April 7, 2015.
- Tochon, F. V. (2015, April). *Reflecting on Experiences with an Adolescent Learning Spanish Through the Distance Course of a 21st Century High School*. Keynote presentation made at the Spring 2015 INLEPS Conference (Fifth International Conference). South East University, Nanjing, China, April 5, 2015.
- Tochon, F. V. (2015, April). *Presidential Introductory Address*. Presentation made at the Spring 2015 INLEPS Conference (Fifth International Conference). Southeastern University, Nanjing, China, April 4, 2015.
- Tochon, F. V. (2015, April). *Deep Teacher Education: The Value of Student Autonomy in Flipped, Open Classrooms*. Lecture given at Shanghai Normal University, China, April 1, 2015.
- Tochon, F. V. (2015, March). *Deep Teacher Education: The Value of Student Autonomy in Flipped, Open Classrooms*. Lecture given at Zhejiang Normal University, College of Foreign Languages. China, March 30, 2015.
- Tochon, F. V. (2015, March). *Challenges to the Flipped Language Classroom*. Seminar given at University of Shanghai for Science & Technology (USST). Shanghai, March 27, 2015, 1:30pm.
- Tochon, F. V. (2015, March). *Autonomy and Online Learning: The Student as Curriculum Builder*. Lecture given at the University of Shanghai for Science & Technology (USST). Shanghai, China, March 26, 2015, 3pm.
- Tochon, F. V. (2015, March). *Deeper Approaches to World Languages and Cultures: Supporting Autonomous Learning*. Lecture given at the National Research Centre for Foreign Language Education, Beijing Foreign Studies University (BFSU). Tuesday, March 24, 2015, 4pm.
- Tochon, F. V. (2015, March). *From Language Education to Deep Teacher Education*. Yanbian University, Yanji, Jilin, China, March 20, 2015.
- Tochon, F. V. (2015, March). *Deep Higher Education*. Lecture given at the College of Foreign Languages of Yanbian University. Yanji (Yanbian), Jilin, China, March 19, 2015.
- Tochon, F. V. (2015, March). *Hyper-Textbooks for Deep Learning at School and Curriculum Autonomy*. Lecture given at Peoples Education Press to the Editors of China Public Schools and University Textbooks. Beijing, China. March 17, 2015.
- Tochon, F. V. (2015, March). *Creating Online Opportunities for Deep Learning*. Lecture given at Beijing Languages & Cultures University (BLCU), College of Applied Foreign Languages. China, March 16, 2015.
- Tochon, F. V. (2015, February). *Language Education Policy and Depth*. Lecture given in the Language Master Program of of the School of Foreign Language at Universidad Luis Amigó - Fundación Universitaria FUNLAM, Medellín, Colombia. February 13, 2015.
- Tochon, F. V. (2015, February). *Language Education Policy Unlimited*. Lecture given in the Critical Language Master Program of of the School of Modern Language at the Universidad de Antioquia, Medellín, Colombia. February 7, 2015.
- Tochon, F. V. (2014, November). *Re-Conceptualizing Foreign Language Education*. Lecture given with Foreign Language Education Faculty, the International College, Mahidol University. Bangkok, Thailand. November 24, 2014.
- Tochon, F. V. (2014, November). *Intercultural Learning and the Paradoxes of English Language Teaching*. Seminar given with Foreign Language Education Faculty, the International College, Mahidol University, Bangkok, Thailand. November 24, 2014.
- Tochon, F. V. (2014, November). *Challenges to the Flipped Language Classroom: Targeting Deep Learning*. Workshop given to Faculty members of the International College, Mahidol University, Bangkok, Thailand.

- November 21-22, 2014.
- Tochon, F. V. (2014, November). *Deep Approach*. Lecture given in the English-speaking Master program, Hanoi University (HANU). November 18, 2014.
- Tochon, F. V. (2014, November). *Approche profonde* (Deep Approach). Lecture given in the Francophone Master program, Hanoi University (HANU). November 13, 2014.
- Tochon, F. V. (2014, November). Các công nghệ học kết hợp cho hướng tiếp cận chuyên sâu trong giảng dạy và học tập ngoại ngữ (Blended Technologies for a Deep Approach to Foreign Language Teaching and Learning). Keynote, plenary lecture given at the International Conference on “Foreign languages and international integration.” Hanoi, Vietnam, November 11, 2014.
- Tochon, F. V., & Druc-Tochon, I. C. (2014, November). Áp dụng hướng tiếp cận chuyên sâu về ngoại ngữ và văn hóa trong giảng dạy tiếng việt (How to Apply the Deep Approach of Foreign Languages and Cultures to Teaching Vietnamese). Lecture given at the International Conference on “Foreign languages and international integration,” Panel 3 on Teaching Vietnamese as a foreign language. Hanoi, Vietnam, November 11, 2014.
- Tochon, F. V. (2014, November). *Traitement et analyse des données qualitatives* (Qualitative Data Processing and Analysis). Lecture given at the Regional Seminar for young teacher-researchers (SJCF) organised by the CREFAP, gathering assistant professors from Vietnam, Cambodia and Laos. November 6, 2014.
- Tochon, F. V. (2014, November). *Organisation de cercles d'étude vidéo* (Organizing Video Study Groups). Keynote lecture given at the Regional Seminar for young teacher-researchers (SJCF) organised by the CREFAP, gathering assistant professors from Vietnam, Cambodia and Laos. November 5, 2014.
- Tochon, F. V. (2014, October). Principles for a Deep Approach to Foreign Language Education. Keynote lecture given at the College of Foreign Languages, Guangdong University of Foreign Studies. Guangdong, China, October 30, 2014, 2 p.m.
- Tochon, F. V. (2014, October). *Designing Flipped Courses*. Lecture given at Guilin University of Electronic Technology, College of Foreign Studies. Guilin, China, October 27, 2014.
- Tochon, F. V. (2014, October). *The Challenges of Liberal Education in the United States*. Lecture given at Guilin University of Electronic Technology, College of Foreign Studies. Guilin, China, October 27, 2014.
- Tochon, F. V. (2014, October). *The Challenges Of Designing A Curriculum for Deep English Learning in the Elementary School*. Keynote lecture given at the annual meeting of the Association of English Elementary Teachers. Heyuan City, China, October 25th, 2014, 3:30 p.m.
- Tochon, F. V. (2014, October). *Internationalization and Online Course Development and Construction*. Presentation made at the College of Business, Nanhai campus of South China Normal University. Guangzhou, China, October 23, 2014.
- Tochon, F. V. (2014, October). *Deep Higher Education: The Value of Student Autonomy in Hybrid, Open Programs*. Presentation made at the College of Vocational and Technical Education, Nanhai campus of South China Normal University. Guangzhou, China, October 23, 2014.
- Tochon, F. V. (2014, October). *Open Curricula for a Deep Approach to Vocational and Technical Education*. Presentation made at the College of Vocational and Technical Education, South China Normal University. Guangzhou, China, October 22, 2014.
- Tochon, F. V. (2014, October). *L'Approche Profonde afin de répondre aux « paradoxes » de l'enseignement des langues étrangères* (Deep Approach to Solve Paradoxes in Foreign Language Teaching). Presentation made at the Department of French of South China Normal University. Guangzhou, China, October 22, 2014.
- Tochon, F. V. (2014, October). *Language Education Policy Studies with examples from the United States, Canada, and Switzerland*. Invited Speech given at the Research Seminar of the Faculty of Linguistics, Griffith University, Brisbane, Australia.
- Tochon, F. V. (2014, October). *From deep language education policy to curriculum design*. Keynote address given at the 2014 International Conference on Deep Languages Education Policy & Practices, Stimulating languages learning - global perspectives and local practice. University of South Queensland. Brisbane, Australia.
<http://www.usq.edu.au/bela/outreach-and-engagement/deep-languages-conference/francois-victor-tochon>
- Tochon, F. V. (2014, October). *Help them learn a language deeply: The challenge*. Workshop given at the 2014 International Conference on Deep Languages Education Policy & Practices, Stimulating languages learning - global perspectives and local practice. University of South Queensland. Brisbane, Australia.
<http://www.usq.edu.au/bela/outreach-and-engagement/deep-languages-conference/francois-victor-tochon>
- Tochon, F. V. (2014, September). *Introduction* to the symposium on Research methods for educational semiotics. International Association for Semiotic Studies (IASS/AIS), Southeast European Center for Semiotic Studies, New Bulgarian University, Sofia. September 16-20, 2014.
- Tochon, F. V. (2014, September). *What Semiotics Can Bring to Educational Inquiry*. Paper presented at the Symposium on Research methods for educational semiotics. International Association for Semiotic Studies

- (IASS/AIS), Southeast European Center for Semiotic Studies, New Bulgarian University, Sofia. September 16-20, 2014.
- Tochon, F. V. (2014, September). *Challenges to Distance Education*. Seminar given at Anadolu Open University. Eskisehir, Turkey. September 11, 2014.
- Tochon, F. V. (2014, September). *Deep Higher Education*. Seminar given at Anadolu Open University. Eskisehir, Turkey. September 12, 2014.
- Tochon, F. V. (2014, June). *World Language Education Policies and Peace Education*. Plenary Speech given at the biannual INLEPS Conference, National Kaohsiung Normal University (NKNU), June 14-15, 2014. Kaohsiung, Taiwan, ROC.
- Tochon, F. V. (2014, May). *Ways of Creating a Bilingual Education Program with a Deep and Critical Approach to the Target Language and Culture*. Workshop organized at Suleyman Şah University, May 23-25, 2014. Istanbul, Turkey.
- Tochon, F. V. (2014, March). Why Semiotics is Important for Second Language Acquisition. Presentation made at the Language Learning in ConTEXT brownbag discussions series. Doctoral Program in Second Language Acquisition (SLA). University of Wisconsin-Madison, Friday, March 7, 2014.
- Tochon, F. V. (2013, December). Language Education Policy in the United States. Invited Plenary Lecture at the Biannual Conference of the International Network for Language Education Policy Studies (INLEPS). Granada, University of Granada, Spain, December 16-19, 2013.
- Tochon, F. V. (2013, October). *Educational Semiotics*. Seminar given at the annual meeting of the Semiotic Society of America (SSA). Dayton, Ohio, October 24-27, 2013.
- Tochon, F. V. (2013, November). *Personal Learning Environments for Deep Language Learning*. Research Paper #1632230 presented at the 2013 annual meeting of the American Council for the Teaching of Foreign Languages (ACTFL), Orlando, Florida, November 23, 2013.
- Tochon, F. V. (2013, March). *Autonomy as Education Policy to Increase Program Effectiveness in Languages and Cultures*. Presentation made at the UW-Shanghai, and the National Research Centre for Foreign Language Policy (NRCFLP), Shanghai International Studies University March 27-30, 2013.
- Tochon, F. V. (2013, January). *Quand les robots nous remplaceront: les machines rendent-elles de meilleurs rapports sur l'apprentissage que les enseignants? (When Robots Will Replace Us: Do Machines Provide Better Learning Assessments Than Teachers?)* University of Lyon 1, University Institute for Teacher Education (IUFM). Lyon Academy, Amphitheater Louise Michel. January 17, 2013.
- Tochon, F. V. (2013, January). *Former des autodidactes: prolégomènes à la révolution profonde (Educating Self-Determined Learners: Prolegomenon to Deep Revolution)*. University Institute for Teacher Education (IUFM). Lyon Academy. Saint-Etienne, January 16, 2013.
- Tochon, F. V. (2013, January). *Pédagogie de l'autonomie et paradoxe en formation (Pedagogy for Autonomy and Educational Paradox)*. University of Lyon 2, Pasteur Street 86, Lyon. January 16, 2013.
- Tochon, F. V. (2013, January). *Evaluation scolaire standardisée et fascisme (School Standardized Testing and Fascism)*. University of Lyon 1, University Institute for Teacher Education (IUFM). Lyon Academy, Amphitheater Louise Michel. January 15, 2013.
- Tochon, F. V. (2013, January). *Rencontres et chocs interculturels (Intercultural Encounters and Cultural Shock)*. University of Lyon 1, University Institute for Teacher Education (IUFM). Lyon Academy, room F001, January 10, 2013.
- Tochon, F. V. (2013, January). *Vers une approche profonde des civilisations pour développer des compétences linguistiques et culturelles (Towards a Deep Approach of Civilizations to Foster Linguistic and Cultural Abilities)*. University of Lyon 1, University Institute for Teacher Education (IUFM). Lyon Academy, Amphitheater Louise Michel, January 9, 2013.
- Tochon, F. V. (2013, January). *Pédagogie de l'autonomie: comment envisager ce paradoxe en formation des maîtres? (Pedagogy for Autonomy: How to Handle the Paradox in Teacher Education?)* University of Lyon 1, University Institute for Teacher Education (IUFM). Lyon Academy, Amphitheater Louise Michel, January 9, 2013.
- Tochon, F. V. (2012, December). *Technologies émergentes dans les institutions éducatives: avantages et risques possibles (Emerging Technologies in Educational Institutions: Assets and Potential Risks)*. Keynote lecture presented at the XII Congreso Internacional de Organización de Instituciones Educativas. Universidad de Granada, Spain. December 18-20, 2012.
- Tochon, F. V. (2012, December). *Organizing Bilingual Education and Language Immersion in Higher Education Settings*. Workshop for Bilingual Higher Education Professors. Universidad de Granada, Spain. December 17, 2012.
- Tochon, F. V. (2012, December). *The challenges of new technologies and self-regulated language learning (The challenges of new technologies and self-regulated learning)*. Lecture presented at the Máster Universitario Investigación e innovación en currículum y formación, Universidad de Granada, Spain. December 14,

- 2012.
- *Tochon, F. V. (2012, November). *Leveling of Education within Neoliberal Cyber Competition: Towards Deeper, Critical Semiotics*. Paper presented at the 37th Annual Meeting of the Semiotic Society of America (SSA), Westin Harbour Castle, Toronto, November 1-4, 2012.
- Tochon, F. V. (2012, August). *A Deep Approach to English as a Lingua Franca*. Lecture given to Faculty members and Graduate Students of Griffith University, Brisbane, Australia. August 7th, 2012.
- Tochon, F. V. (2012, August). *Deep Education: Transdisciplinary Pedagogy and Wisdom*. Guest Plenary Lecture given at the Conference on Leadership and Pedagogy held at University of Southern Queensland. Brisbane, Australia. August 4th, 2012.
- Tochon, F. V. (2012, July). *Education internationale comparée, politiques langagières et portfolios numériques* (International and Comparative Education, Language Policies and Digital Portfolios). Invited presentation made at the Université de Marseille, France. July 3rd, 2012.
- Tochon, F. V. (2012, June). *Students as Curriculum Builders: Towards Deep, Transdisciplinary Education*. Invited lecture given at the College of Education of the Middle Eastern Technical University of Cyprus (METU-C). Cyprus, Turkey. May 31st, 2012.
- Tochon, F. V. (2012, May). *A Deep Approach to Turkish Education*. Symposium coorganizer and chair. Invited Research Workshop. Symposium organized at Suleyman Demirel University (SDU). Isparta, Turkey. May 28-29, 2012.
- Tochon, F. V. (2012, May). *The Future of Research on the Deep Approach to Languages and Cultures, and its Excellent Match with the European Framework of Reference for the Teaching of Foreign Languages*. Paper presented at the Symposium organized at Suleyman Demirel University (SDU). Isparta, Turkey. May 28, 2012.
- *Tochon, F. V. (2012, May). *From Fabricated Linguae Francae To A Deeper Approach Of Lived Englishes', Languages And Cultures*. Symposium organizer and chair. Invited Session. Symposium organized at the annual meeting on English as a Lingua Franca (ELF5). Bosphorus University. Istanbul, Turkey, May 25, 2012.
- *Tochon, F. V. (2012, May). *What a Deeper Approach to ELT Would Entail*. Paper presented at the Symposium organized at the annual meeting on English as a Lingua Franca (ELF5). Bosphorus University. Istanbul, Turkey, May 25, 2012.
- Tochon, F. V. (2012, May). *Why Do We Need a Deeper Approach to Foreign Language Teaching, and What Could It Be?* Guest lecture given at the Language Center of Boston University. Boston, MA. May 2-3, 2012.
- *Tochon, F. V. (2012, April). *Instructional Organizers for a Deep Approach to Less Commonly Taught Languages*. Paper presented at the annual meeting of the National Council for Less-Commonly-Taught Languages (NCOLCTL). Madison, WI. April 28, 2012.
- *Tochon, F. V. (2012, April). *Instructional Organizers to Stimulate Deep Learning of World Languages and Cross-Cultural Pragmatics*. Paper presented at the annual meeting of the American Educational Research Association (AERA). Special Interest Group in Second Language Learning Research. Vancouver, BC, Canada. April 15, 2012.
- Tochon, F. V. (2012, April). *Evaluation for Deep Language Learning: the Challenge*. Invited Lecture given at the School of Foreign Languages, Shanghai International Studies University (SISU). Shanghai, China, April 6, 2012.
- Tochon, F. V. (2012, April). *Bridging Macro Language Policies and Micro Methods: The Tao of Teaching*. Invited Lecture given at the Institute of Linguistics Studies, Shanghai International Studies University (SISU). Shanghai, China, April 6, 2012.
- Tochon, F. V. (2012, April). *Deep Language Policy Research in Education*. Invited Lecture given at the Institute of Linguistics Studies, Shanghai International Studies University (SISU). Shanghai, China, April 5, 2012.
- Tochon, F. V. (2011, December). *Research on the Possible Implications of Multimedia Language Education with iPad or Tablet PC*. Keynote Presentation. 2011 Rocmelia. Kaohsiung University, Taiwan. December 15-19, 2011.
- Tochon, F. V. (2011, December). *Technologies For A Deep, Project-Based Approach To Language Learning*. 2011 MESA Annual Conference. Invited Lecture, AATT Roundtable. Washington, DC. December 1-4, 2011.
- Tochon, F. V. (2011, November). *For A Deeper Approach To Languages And Cultures*. Lecture given at the Center for the Study of Languages, Cobb Hall, room 201, at the University of Chicago. Chicago, IL, November 7, 2011.
- Tochon, F. V. (2011, October). *Portfolios and Education Standards in U.S. World Language Teacher Education*. Lecture given in the School of Education of Capital Normal University (CNU). Beijing, China, October 24, 2011.
- Tochon, F. V. (2011, October). *More Humane Technologies for English Language Learning*. Presentation made at the English Center, invitation of Professor Gao, Beijing Language and Culture University (BLCU). Beijing,

- China, October 21, 2011.
- Tochon, F. V. (2011, October). *Self-Directed, Project-based learning in a deep approach to foreign languages*. China University of Mining and Technology (CUMT), Department of English and International Studies, Keji B-101. Beijing, China, October 21, 2011.
- Tochon, F. V. (2011, October). *Re-Conceptualizing Foreign Language Education*. Presentation made at the Research Center of Beijing Foreign Studies University (BFSU), invitation of Assistant Dean Yan Wang, Beijing, China, October 20, 2011.
- Tochon, F. V. (2011, October). *Vers une approche plus approfondie de la littérature pour élever le niveau de compétence linguistique des étudiants (Towards a deeper approach of literature to enhance students' linguistic proficiency)*. Presentation made in the French Department, invitation of Professor Wang, Beijing Language and Culture University (BLCU). Beijing, China, October 20, 2011
- Tochon, F. V. (2011, October). *Instructional Organizers for a Deep Approach to English Language Learning*. Presentation made in the English Department, invitation of Professor Zhenya Wang, Beijing Language and Culture University (BLCU). Beijing, China, October 18, 2011.
- Tochon, F. V. (2011, September). *The Deep Approach to Turkish Language as a Response to Hybridity in Immigrants' Urban Education*. Presentation made at the European Education Research Association (EERA), University of Berlin, Berlin, Germany, September 12-16, 2011.
- Tochon, F. V., Karaman, A. C., & Ökten, C. E. (2011, May). *Türkçe'nin Yabancı Dil Olarak Öğrenimi'nde Derin Yaklaşım İçin Öğretimsel Düzenleyiciler*. 9. Uluslararası Dünyada Türkçe Öğretimi Sempozyumu'nda Sunulan Bildiri. Bişkek, Kırgızistan, May 13, 2011.
- Tochon, F. V. (2011, April). *Towards a Project-Based, Deep Approach to Language Learning*. Guest Plenary Workshop given at the annual meeting of the National Council for Less-Commonly-Taught Languages (NCOLCTL). Madison, WI. April 7-8, 2011.
- Tochon, F. V. (2011, March). Why do we need a new approach to foreign language teaching? Lecture given to Faculty Members and Graduate Students majoring in International Studies and at the Foreign Language College. Shanghai Normal University. Shanghai, China : March 21, 2011.
- Tochon, F. V. (2011, March). Portfolios and Education Standards in U.S. World Language Teacher Education. Lecture given to Faculty Members and Graduate Students of the School of Education of Shanghai Normal University. Shanghai, China : March 18, 2011.
- Tochon, F. V. (2011, March). More Humane Technologies for Foreign Language Learning. Lecture given to M.A. students of Nanjing University of Aeronautics and Astronautics (Neihang). Nanjing, China : March 16, 2011.
- Tochon, F. V. (2011, March). The Role of Self-Directed Learning in a Deep Approach to World Languages. Lecture given to Lecture to Undergraduate Students and Overseas Students of Nanjing University of Aeronautics and Astronautics (Neihang). Nanjing, China : March 15, 2011.
- Tochon, F. V. (2011, March). A Deep approach to Chinese language education. Lecture given to faculty members of the College of International Studies and M.A students majoring in teaching Chinese as a Second Language, and In-Service Teachers graduates of Zhejiang University, Hangzhou, China : March 11, 2011.
- Tochon, F. V. (2011, March). From Language Education to Deep Teacher Education. Lecture given at the College of Foreign Languages, Zhejiang Normal University. Jinhua, China : March 9, 2011.
- Tochon, F. V. (2011, March). Intercultural Learning and World Language Education. Seminar for the Research Group in Crosscultural Studies and the Areas of Language Education, Critical Discourse Analysis, and Cultural Studies, given at the Institute of Cross-Cultural Studies, Zhejiang University. Hangzhou, China : March 8, 2011.
- Tochon, F. V. (2010, December). Towards a Deep, Project-Based Approach to Language Learning. Invited University Lecture hosted by the Rector, held on December 21st, 2010, Harvard Lecture Hall, Minghsin University of Science and Technology, Hsinchu, Taiwan.
- Tochon, F. V. (2010, December). A Deep Approach to Language Multimedia and Evaluation: For a more Colorful Future. Invited Keynote Speech. Fourteenth international conference of APAMALL and ROCMELIA held on December 17-19, 2010, National Kaohsiung Normal University, Taiwan. Theme "Colorful Multimedia Language Instruction and Testing".
- Tochon, F. V., & Druc, I. C. (2010, December). Instrumentation for a Deep Approach to Language Teaching and Learning. Invited workshop. Fourteenth international conference of APAMALL and ROCMELIA held on December 17-19, 2010, National Kaohsiung Normal University, Taiwan. Theme "Colorful Multimedia Language Instruction and Testing".
- Tochon, F. V. (2010, November). Electronic Portfolios for Professional Education within a European Framework of Reference. Presentation made to the Erasmus Mundus Master's Program. University of Granada, Spain. November 17-25, 2010.
- Tochon, F. V. (2010, November). Quality Criteria in Conceptualizing Qualitative Research in Education.

- Presentation made to the Erasmus Mundus Master's Program. University of Porto, Portugal. November 11-13, 2010.
- Tochon, F. V. (2010, August). The Deep Approach to Turkic Languages Teaching and Learning. Workshop organized by CelCAR, Department of Central Eurasian Studies. Indiana University—Bloomington, Indiana. August 23-27, 2010.
- Tochon, F. V. (2010, May). Semiotics and Qualitative Research in Education. Presentation made to the Erasmus Mundus Master's Program. University of Granada, Spain. May 24-31, 2010.
- Tochon, F. V. (2010, May). Research for the Professional Master's Program: Keys to a Successful Thesis. Presentation made to the Erasmus Mundus 2d year Master students. Institut de Formation des Maîtres (IUFM), University of Reims, France. May 17-21, 2010.
- Tochon, F. V. (2010, April). Second Language Immersion and New Technologies. One-hour Skype presentation made in the Department of Foreign Language Education, Kyungpook National University, Seoul Korea. April 16, 2010.
- Tochon, F. V. (2010, March). Qualitative Statistics and Mixed Studies in Educational Research. Presentation made to the Erasmus Mundus, Nursing and Vocational Education Graduate students. Akershus University College, Oslo, Norway. March 25, 2010.
- Tochon, F. V. (2010, March). Writing the Best Review of Literature in Your Field. Presentation made to the Erasmus Mundus, Nursing and Vocational Education Graduate students. Akershus University College, Oslo, Norway. March 23, 2010.
- Tochon, F. V. (2010, March). Participants and Non-Participant Research in Education. Presentation made to the Erasmus Mundus, Nursing and Vocational Education Master students. Akershus University College, Oslo, Norway. March 22, 2010.
- Tochon, F. V. (2010, March). Cadres conceptuels pour la recherche Éducation (Conceptual Frameworks for Research in Education). Presentation made to the Erasmus Mundus 2d year Master students. Institut de Formation des Maîtres (IUFM), University of Reims, France. March 19, 2010.
- Tochon, F. V. (2010, March). Projets de recherche en Éducation : Ceux qui réussissent et ceux qui échouent (Educational Research Projects : Those that Succeed and Those That Fail). Presentation made to the Erasmus Mundus 1st year Master students. Institut de Formation des Maîtres (IUFM), University of Reims, France. March 17, 2010.
- Tochon, F. V. (2009, May). Linguistic Human Rights in Early Primary Grades. Presentation during the session titled 'Global and Local Knowledge—Language and Knowledge as Ways to Include/Exclude ' at the University of Wisconsin—Madison African Studies Program 2009 Spring Symposium « Education for All in Africa? Social Inclusions and Exclusions in International Education Reform ». May 6-8, 2009.
- Tochon, F. V. (2009, April). *World Languages for Peace Education*. Paper presented at the annual meeting of the American Educational Research Association (AERA). Peace Education SIG. San Diego. April 13-18, 2009.
- Tochon, F. V. (2009, April). *Curriculum MetaSemiosis*. Invited Lecture presented at the Business Meeting of the SIG Semiotics in Education, annual meeting of the American Educational Research Association (AERA). San Diego. April 13-18, 2009.
- Tochon, F. V. (2008, June). *L'accompagnement du processus d'élaboration du portfolio* (Guiding the portfolio building process). IUFM de Martinique, University of Antilles-Guyanes. Fort-de-France, French West Indies (Caribbeans).
- Tochon, F. V. (2008, June). *Les parties du portfolio électronique* (The different parts of the eportfolio). IUFM de Martinique, University of Antilles-Guyanes. Fort-de-France, French West Indies (Caribbeans).
- Tochon, F. V. (2008, June). *Le feedback des stagiaires sur le portfolio* (Feedback from student teachers on the portfolio process). IUFM de Martinique, University of Antilles-Guyanes. Fort-de-France, French West Indies (Caribbeans).
- Tochon, F. V. (2008, June). *L'organisation du feedback et la supervision du portfolio : exemples du programme de langues étrangères* (Organizing ePortfolio Feedback and Supervision : Examples from World Language Education). IUFM, Teacher Education University Institute of Lyon, University of Lyon1, France. June 6, 2008.
- Tochon, F. V. (2008, June). *The Key To Globalization: World Languages Education*. Presentation made at the 15th International Congress of the World Association for Educational Research (WAER). Cadi Ayyad University, Marrakesh, Morocco. June 2-6, 2008.
- Tochon, F. V. (2008, June). *The World Language Curriculum Reform: Globalization and the Social Dimensions of Language Policies*. Introduction to the Symposium organized for the 15th International Congress of the World Association for Educational Research (WAER). Cadi Ayyad University, Marrakesh, Morocco. June 2-6, 2008.
- Tochon, F. V. (2008, June). *Mondialisation et standardisation: Le portfolio électronique entre discours global et cultures locales*. Introduction to the Symposium organized for the 15th International Congress of the World

- Association for Educational Research (WAER). Cadi Ayyad University, Marrakesh, Morocco. June 2-6, 2008.
- Tochon, F. V., & Argit-Ökten, C. E. (2008, June). *Discours global, quel risque pour les cultures locales? Une comparaison des logiques d'intégration des portfolios électroniques en formation des enseignants turques, français, et américains*. Presentation made at the 15th International Congress of the World Association for Educational Research (WAER). Cadi Ayyad University, Marrakesh, Morocco. June 2-6, 2008.
- Tochon, F. V. (2008, May). *Globalization and Linguistic Human Rights : Language Education Across Nations*. Invited Lecture given at Bahcesehir University, School of Education, Istanbul. May 12, 2008.
- Tochon, F. V. (2008, May). *Globalization and the Language Curriculum : Why Schools Need to Adapt*. Invited Lecture given at Bosphorus University, School of Education, Istanbul. May 8, 2008.
- Tochon, F. V. (2008, May). *Globalization, Standardization and Electronic Portfolios*. Invited Lecture given at Yildiz Technical University, Istanbul. May 6, 2008.
- Tochon, F. V. (2008, April). *Neoconstructivism and Ontology in Educational Research*. Invited Lecture given at Yildiz Technical University, School of Education, Istanbul. April 14, 2008.
- Tochon, F. V., & Karaman, A. C. (2008, April). *The Emergence of Intercultural Reasoning Within a Critical Semiotic and Interpretive Context*. Paper presented at the annual meeting of the American Educational Research Association (AERA). Semiotics in Education SIG. New York. April, 2008.
- Tochon, F. V. (2007, December). *Recherche-intervention participative et cercles d'étude vidéo* (Participatory Intervention Research and Video Study Groups). Invited Lecture Series, University of Lausanne and University of Fribourg, HES-TS, Switzerland. Wednesday December 19, 2007.
- Tochon, F. V. (2007, December). *Recherche-intervention participative, et portfolio* (Participatory Intervention Research and Portfolios). Invited Lecture Series, University of Fribourg, HES-TS, Switzerland. Tuesday December 18, 2007.
- Tochon, F. V. (2007, December). *Recherche-intervention participative* (Participatory Intervention Research). Invited Lecture Series, University of Lausanne, HES-TS, Switzerland. Monday December 17, 2007.
- Tochon, F. V. (2007, December). *Le portfolio : Verbatim de formateurs de langues (e-Portfolios : Language Teacher Educators' Verbatim)*. Invited Lecture given at the meeting of the South-East Pole of France Teacher Education Institutes on « Le portfolio : un dispositif de formation professionnelle des professeurs-stagiaires » (e-Portfolio : Design for the Professional Education of Student Teachers). Lyon, France. Tuesday December 11, 2007.
- Tochon, F. V. (2007, December). *Le portfolio : nature et enjeux éducatifs* (The e-Portfolio : Nature and Educational Stakes). Invited Lecture given at the meeting of the South-East Pole of France Teacher Education Institutes on « Le portfolio : un dispositif de formation professionnelle des professeurs-stagiaires » (e-Portfolio : Design for the Professional Education of Student Teachers). Lyon, France. Monday December 10, 2007.
- Tochon, F. V. (2007, December). *Feedback sur la genèse et le suivi des systèmes de portfolios électroniques français* (Feedback on the Genesis and Follow-Up of the French e-Portfolio Systems). Invited Lecture given at the meeting of the Board of Directors of the France Teacher Education University Institutes (CD-IUFM), Department of Educational Technology. AMUE, Paris, France. Friday December 7, 2007.
- Tochon, F. V. (2007, December). *Genèse et suivi d'un système e-portfolio: récit d'expériences dans le domaine des langues étrangères* (Genesis and Follow-Up of of an e-Portfolio System: Narratives of Experience in the Field of World Language Education). Invited Lecture given at the meeting of the Board of Directors of the France Teacher Education University Institutes (CD-IUFM), Department of Educational Technology. AMUE, Paris, France. Thursday December 6, 2007.
- Tochon, F. V. (2007, December). *e-Portfolios américains et européens et compétences en formation aux langues étrangères* (U.S. and European e-Portfolios and Standards in World Language Education). Invited conversation at the meeting of the Department of Foreign Languages, University of Reims, IUFM Champagne-Ardenne. Reims, France. Thursday December 5, 2007.
- Tochon, F. V. (2007, November). *Travail de recherche et transformation sociale* (Research Work and Social Transformation). Invited Lecture given at the Haute École d'Études Spécialisées, University of Applied Sciences, Western Switzerland. Réseau d'études aux confins de la Santé et du Social. University of Fribourg Perolles, School of Architecture and Engineering (EIA), Auditorium Edouard Gremaud, Fribourg, Switzerland, Wednesday November 26, 2007. Can be retrieved from : <http://www.recss.ch/documents/RechetTransfosociale2007prot.pdf>
- Tochon, F. V. (2007, November). *Réinvestissement des pratiques documentées sur portfolios électroniques dans des cercles d'étude vidéo en formation des maîtres* (Reinvesting Documented Practice from e-Portfolios to Video Study Groups in Teacher Education). Invited Lecture given at the Haute École de Pédagogie du Canton de Vaud, Lausanne, Switzerland. Conference Cycle of the Teaching and Research Units of Bains 21, Monday November 26, 2007.
- Tochon, F. V. (2007, November). *Le portfolio de l'autre* (The Portfolio of the Other). Invited Lecture given at the

- meeting of teacher educators of the IUFM de Champagne-Ardenne. Reims University, Reims, France, Wednesday November 21, 2007.
- Tochon, F. V. (2007, September). *Identité professionnelle : processus et durée dans l'analyse de pratiques* (Professional Identity : Process and Duration in the Analysis of Practices). Invited Lecture given at the meeting of teacher educators of the IUFM of Lyon, Lyon University. Lyon Tourette, October 23, 2007.
- Tochon, F. V. (2007, September). *Portfolio électronique : un langage sur l'identité professionnelle* (Electronic Portfolio : A Language on Professional Identity). Invited Lecture given at the IUFM of St-Etienne. St-Etienne (Rhône-Alpes), October 17, 2007.
- Tochon, F. V. (2007, September). *Portfolio électronique et discours sur la pratique* (Electronic Portfolio and Discourse on Practice). Invited Lecture given at the IUFM of Lyon, Lyon University. Lyon Tourette, 27 septembre 2007.
- Tochon, F. V. (2007, August). *Research on Digital Video and Teacher Learning*. Paper presented at the annual meeting of the European Association of Research on Learning and Instruction (EARLI). Budapest, Hungary, August 27-September 2, 2007.
- Tochon, F. V. (2007, April). *Linguistic Human Rights (LHR) and Language Discrimination in Education*. Symposium organizer and chair. AERA Presidential Session. Symposium organized at the annual meeting of the American Educational Research Association (AERA). Chicago, IL. April , 2007.
- Tochon, F. V. (2007, April). *Language discrimination in Education: A brief introduction*. Paper presented at the annual meeting of the American Educational Research Association (AERA). Chicago, IL. April , 2007.
- Tochon, F. V. (2007, April.) Discussion : Border crossing as a poetic approach to arts and aesthetics : Action-Poetry stance to highlight the experiential stakes of the International Handbook of Research in Arts Education. Paper presented in the Arts and Learning SIG at the annual meeting of the American Educational Research Association (AERA). Chicago, IL. April, 2007.
- Tochon, F. V., & Black, N. J. (2007, April). *E-portfolio semiotics: Student teachers' quest to integrate technologies in the language classroom..* Paper presented at the annual meeting of the American Educational Research Association (AERA). Chicago, IL. April, 2007.
- Karaman, A. C., & Tochon, F. V. (2007, April). *Studying international student teaching: Critical criteria for global teacherhood*. Paper presented at the annual meeting of the American Educational Research Association (AERA). Chicago, IL. April , 2007.
- Tochon, F. V. (2006, July). Exploring the Genuine Pedagogical Use of Address Pronouns: Preservice Teachers Making the Case For or Against the Plural "Tu". Paper presented at the annual meeting of the American Association of French Teachers (AATF). Milwaukee, Wisconsin.
- Tochon, F. V. (2006, June). La formation des enseignants aux USA: évolution ou régression? (Teacher Education in the U.S.: Evolution or Decline?) Plenary lecture given for the Naef Foundation at the Institut de Recherche et de Formation Pédagogique. Université de Neuchâtel, Neuchâtel, Switzerland, June 8, 2006.
- Tochon, F. V. (2006, June). Méthodologie et applications de l'outil vidéo dans la recherche et dans la formation des enseignants (Methods and Applications of Video as Tool for Teacher Research and Education). Workshop given for the Naef Foundation at the Institut de Recherche et de Formation Pédagogique. Université de Neuchâtel, Neuchâtel, Switzerland, June 7-9, 2006.
- Tochon, F. V., & Black, N. (2006, April). A Psychosemiotic View of Reflective Conflict in Video Study Groups. Paper presented at the annual meeting of the American Educational Research Association (AERA). San Francisco, CA. April 7-11, 2006.
- Tochon, F.V., & Ferrari, L. (2005, November). Video Technology for Language Teachers. Workshop presented at the Wisconsin Association of Foreign Language Teachers (WAFLT). Appleton, WI.
- Tochon, F. V. (2005, Oct.). Reconceptualizing Second Language Teaching in Early Childhood Education: Research, Theory and Practice. Symposium organized at the 13th Conference: Reconceptualizing Early Childhood Research, Theory, and Practice. "Language(s) in Childhood(s)". University of Wisconsin, Madison, WI. Oct. 16-20, 2005.
- Tochon, F. V. (2005, Oct.). Languages in Childhood: Alternative Perspectives, Experiences and Cautions. Paper presented at the 13th Conference: Reconceptualizing Early Childhood Research, Theory, and Practice. "Language(s) in Childhood(s)". University of Wisconsin, Madison, WI. Oct. 16-20, 2005.
- *Tochon, F.V. (2005, July). Digital Video for a Deeper Approach to Language Education. Paper presented at the 14th World Congress of Applied Linguistics (AILA): Madison, Wisconsin. July 24-29, 2005.
- *Tochon, F.V. (2005, July). Digital Technology in Foreign Language Education. Symposium organized at the 14th World Congress of Applied Linguistics (AILA): Madison, Wisconsin. July 24-29, 2005.
- *Tochon, F.V. (2005, May). Situated Research in Video Study Groups: A Critical Framework for World Language Education. CALICO 2005 Conference, Michigan State University. May 19-21, 2005.
- *Tochon, F.V. (2005, April). From a Worldly-Wise or to a Worldly-Minded Curriculum: The Shift from 'Foreign' Languages to 'World' Language Education. Paper presented at the International Society for Language

- Studies (ISLS). Montreal, QC. April 18-21, 2005.
- *Tochon, F.V. (2005, April). Video Design for a Deeper Approach to Language Education. Paper presented at the annual meeting of the American Educational Research Association (AERA). Montreal, QC. April 11-15, 2005.
- Tochon, F.V. (2005, April). Technology-Based Design to Enhance Conceptualization in World Language Teacher Education. Symposium organized at the annual meeting of the American Educational Research Association (AERA). Montreal, QC. April 11-15, 2005.
- Tochon, F.V. (2004, November). Technology for Foreign Language Education. Paper presented at the Wisconsin Association of Foreign Language Teachers (WAFLT). Appleton, WI.
- Tochon, F.V. (2004, November). Technology for Foreign Language Education. Symposium organized at the Wisconsin Association of Foreign Language Teachers (WAFLT). Appleton, WI.
- Tochon, F. V. (2004, June). El Papel de los Portfolios Electronicos para la Realizacion de Estandares de Competencia para los Futuros Profesores de Idioma (The Role of E-Portfolios in Achieving Standards for Foreign Language Student Teachers). Paper presented at the XIVth Congress of the World Association for Educational Research held in Santiago, Chile, May 10-14, 2004.
- Tochon, F. V. (2004, June). La Videoeducación Como Un Nuevo Concepto Integrado En La Formación De Los Profesores (Video Education As A New, Integrated Concept In Teacher Education). Paper presented at the XIVth Congress of the World Association for Educational Research held in Santiago, Chile, May 10-14, 2004.
- Tochon, F. V. & Azocar, A. (2004, June). The Deep Approach to World Communication: Foreign Language Teaching for Bilingual Education. Paper presented at the XIVth Congress of the World Association for Educational Research held in Santiago, Chile, May 10-14, 2004.
- Tochon, F. V. (2004, April). Foreignity and Other-Bodiness: A Semiotic Study of Strangeness. Paper presented at the annual meeting of the American Educational Research Association (AERA). San Diego, CA. April 12-16, 2004.
- Tochon, F. V. and Picot, P. (2004, March). Teacher to teacher: sharing experiences via live video conference between Wisconsin and Guadeloupe in French. 2004 International Education Conference "Education across Six Continents: Teaching band Curriculum for a Global Society". University of Wisconsin-Madison, March 12-13, 2004.
- Tochon, F. V. (2004, January). Le métier d'enseignant, attitudes et expertises (The Teaching Profession: Attitudes and Expertise). Plenary Lecture organized at the Institut Universitaire de Formation des Maîtres de Guadeloupe (French West Indies, Guadalupa Island, Caribbeans).
- Tochon, F. V. (2004, January). Séminaire sur le travail collaboratif avec les IUFM de Guadeloupe, Guyane et Martinique. Collaborative Workshop organized by the Instituts Universitaires de Formation des Maîtres de Guadeloupe, Martinique et Guyane (French West Indies).
- Tochon, F. V. (2003, December). Analyse de pratiques professionnelles par vidéo (Video-Based Reflective Practice). Workshops organized at the Institut Universitaire de Formation des Maîtres de Guadeloupe (French West Indies, Guadalupa Island, Caribbeans).
- Tochon, F. V. (2003, December). Bilinguisme et diglossie: leur impact sur les difficultés d'apprentissage des élèves (Bilingualism and Diglossia: Their Impacts on Learning Difficulties). Lecture given at the Institut Universitaire de Formation des Maîtres de Martinique (French West Indies, Martinique Island, Caribbeans).
- Tochon, F. V. (2003, December). Que pensent les enseignants quand ils dispensent leurs cours ? (What Are Teacher Thoughts While Planning). Lecture organized at the Institut Universitaire de Formation des Maîtres de Martinique (French West Indies, Martinique Island, Caribbeans).
- Tochon, F. V. (2003, December). La planification cognitive de l'enseignant (Teacher Cognitive Planning). PE2 Class given at the Institut Universitaire de Formation des Maîtres de Guadeloupe (French West Indies, Guadalupa Island, Caribbeans).
- Tochon, F. V. (2003, December). L'apprentissage coopératif en milieu bilingue (Cooperative Learning in Bilingual Settings). PLC2 Class given at the Institut Universitaire de Formation des Maîtres de Guadeloupe (French West Indies, Guadalupa Island, Caribbeans).
- Tochon, F. V. (2003, December). Méthodologie de la recherche et feedback (Research Methods and Feed-Back) Rencontre des chercheurs engagés au CRREF et dans l'erté de Guyane. Workshop organized at the Institut Universitaire de Formation des Maîtres de Guyane (French West Indies, Guyane).
- Tochon, F. V. (2003, December). Difficulté des apprentissage scolaires en milieux diglossiques ou bilingues (Learning Difficulties in Bilingual and Multiglossic settings). Lecture organized at the Institut Universitaire de Formation des Maîtres de Guadeloupe (French West Indies, Guadalupa Island, Caribbeans).
- Tochon, F. V. (2003, December). Supervision clinique du groupe de discussion (Group Clinical Supervision During Reflective Practice). Workshops organized at the Institut Universitaire de Formation des Maîtres de Guadeloupe (French West Indies, Guadalupa Island, Caribbeans).

- Tochon, F. V. (2003, December). Formation de formateurs à la supervision du mémoire professionnel (Teacher Educator Training: Tutoring the Professional Thesis). Workshops organized at the Institut Universitaire de Formation des Maîtres de Guadeloupe (French West Indies, Guadalupa Island, Caribbeans).
- Tochon, F. V. (2003, March). Distance Education and Language Teaching. Videoconference with Quebec and Wisconsin Teachers of French. International Education Conference (IEC). University of Wisconsin-Madison, Pyle Center.
- Tochon, F. V. (2003, January). The Deep Approach to Teaching a Second Language: World Languages for Bilingual Education. Invited Lecture. University of Alberta, Department of Curriculum & Instruction. Edmonton (Alberta), Canada.
- Tochon, F.V. (2002, November). The Deep Approach to World Language Teaching. Paper presented at the Wisconsin Association of Foreign Language Teachers (WAFLT). Appleton, WI.
- Tochon, F. V. (2002, October). *World Language Teaching as Bilingual Education*. Governor's WI Educational Technology Conference. Madison, Wisconsin, Alliant Energy Center, Coliseum, October 10, 2002.
- Tochon, F. V., Hanson, D., Black, N. & Vukelich, D. (2002, October). *Results of the UW-MMSD TEACH Project*. Governor's WI Educational Technology Conference. Madison, Wisconsin, Alliant Energy Center, Coliseum, October 10, 2002.
- Tochon, F. V. (2002, June). Non-intrusive action and linguistic immersions as means to cooperating with parents and children in bilingual settings. Invited lecture given in the Department of Curriculum & Instruction, School of Education, University of Illinois at Urbana-Champaign.
- *Tochon, F. V., Thompson, M. K., & Hanson, D. (2002, April). Using Digital Video to Teach a Foreign Language: A Step Toward Linking Elementary Schools with Streaming Video. Paper presented at the annual meeting of the American Educational Research Association (AERA). Session 28.29. New Orleans, LA. April 1-5, 2002.
- *Tochon, F. V. (2002, April). Families of the Soul: The Truth on Method. Paper presented at the annual meeting of the American Educational Research Association (AERA). Session 13.55. New Orleans, LA. April 1-5, 2002.
- *Tochon, F. V. (2001, October). The Poem in the City. Prolegomenon to Metamorphic Education. Paper presented at the 26th Annual Meeting of the Semiotic Society of America (SSA): "Semiosis in the City", University of Toronto. Toronto, October 18-21, 2001.
- *Tochon, F. V. (2001, October). L'utilisation de la sémiotique visuelle dans l'élaboration de portfolios électroniques répondant aux standards de compétence des futurs enseignants de français. Paper presented at the Sixth World Conference of the International Association of Visual Semiotics (AISV). Quebec City, October 15-18, 2001
- *Tochon, F. V. (2001, April). Semiotic Consciousness in Education: An Introduction. Paper presented at the annual meeting of the American Educational Research Association (AERA). Session 3.16. Seattle, WA. April 10-14, 2001.
- *Tochon, F. V. (2001, April). Encapsulated Experiential Knowledge in Foreign Language Education: What Coating Helps Compacting the Video Pill? Paper presented at the annual meeting of the American Educational Research Association (AERA). Session 11.67. Seattle, WA. April 10-14, 2001.
- *Tochon, F. V. (2001, April). Semiotic Consciousness and the Paradox of Second Language Acquisition. Paper presented at the annual meeting of the American Educational Research Association (AERA). Session 37.21. Seattle, WA. April 10-14, 2001.
- *Tochon, F. V. (2000, septembre). Semiotic Consciousness and the Language Gulf. Paper presented at the annual meeting of the Semiotic Society of America (SSA). Purdue University, West Lafayette, Indiana. September 28 - October 1st, 2000.
- *Tochon, F. V., & Gwyn-Paquette, C. (2000, April). Reflective Conversations and Video Feed-back Help Preservice Teachers Learn to Use Cooperative Activities in the Second Language Classroom. Paper presented at the annual meeting of the American Educational Research Association (AERA). New Orleans, LA. April 24-28, 2000.
- *Tochon, F. V. (2000, avril). Maps, Images, and Applied Semiotics in Education. Introduction du Symposium organisé lors du congrès annuel de l'Association américaine de recherche en éducation (AERA). La Nouvelle Orléans, Louisiane. 24-28 avril 2000.
- *Wong, D. Tochon, F. V., & Mills, C. (2000, April). Documentary Film as Research: A Film Festival. Roundtable presented at the annual meeting of the American Educational Research Association (AERA). New Orleans, LA. April 24-28, 2000.
- *Tochon, F. V. (2000, April). A Second Language. Film presented at the "Documentary Film as Research: A Film Festival" Roundtable. Annual meeting of the American Educational Research Association (AERA). New Orleans, LA. April 24-28, 2000.
- *Gwyn-Paquette, C., & Tochon, F. V. (2000, April). Risk-taking by Preservice Teachers: Trying out Cooperative

- learning during the Practicum. Paper presented at the annual meeting of the American Educational Research Association (AERA). New Orleans, LA. April 24-28, 2000.
- Tochon, F. V. (2000, avril). Changements ici et ailleurs: Que devient le praticien réfléchi? Exposé à l'Université de Paris I Sorbonne dans le cadre de la Biennale de l'éducation et de la formation financée par l'UNESCO. Paris, 11-15 avril 2000
- Tochon, F. V. (1999, December). L'enseignant-expert face aux professeurs stagiaires (The expert teacher facing practicum teachers). Plenary lecture given in the Merault Amphitheater of the UFR STAPS of the University of Antilles and Guyane. Guadalupa, French Antilles (West Indies). December 16, 1999.
- Tochon, F. V. (1999, December). Video feed-back in research and education. Lecture given during the M.S. class of the UFR STAPS of the University of Antilles and Guyane. Guadalupa, French Antilles (West Indies). December 15, 1999.
- *Tochon, F. V. (1999, October). A Semiotic Theory of Supervision as Friendship: Cooperative Communication as Support in Second-language Education. Paper presented at the annual meeting of the Semiotic Society of America (SSA). Pittsburgh, October 1999.
- Tochon, F. V. (1999, May). Expertise in language teaching and the paradox of authentic experiences in cooperative learning groups. Présentation faite au Département de Curriculum & Instruction, University of Wisconsin at Madison.
- *Tochon, F. V. (1999, April). New Avenues in Cooperative Research for Digital Video. Paper presented at the annual meeting of the American Educational Research Association (AERA), Montreal, Quebec. Session 27.17 - Symposium on Research Methods, Semiotics, and Constructivism: For Whom and by Whom? April 19-23, 1999.
- Tochon, F. V. (1999, May). Expertise in language teaching and the paradox of authentic experiences in cooperative learning groups. Presentation at the Department of Curriculum & Instruction, University of Wisconsin at Madison.
- *Tochon, F. V. (1999, April). Video and the Construction of Meaning: Developments in Applied Semiotics. Introduction to the Interactive Symposium presented at the annual meeting of the American Educational Research Association (AERA), Montreal, Quebec. Session 47.10 - Symposium on Video and the Construction of Meaning. April 19-23, 1999.
- Tochon, F. V. (1999, March). Supervision et gestion de la collaboration entre enseignants débutants dans des ateliers de pratique réflexive (Supervision and Collaborative Management of Reflective Workshops among Practicum Student Teachers). Plenary Lecture organized for the directors of the Swiss Institutes for Teacher Education (RFP), the members of the COGEPs and the teacher educators of the Geneva Institute for Pedagogical Studies. Geneva, Switzerland, Thursday 25 March 1999.
- *Tochon, F. V. (1999, March). Les travaux sur la collaboration et la coopération dans la classe (Works on Classroom Collaboration and Cooperation). Paper presented at the Educational Research Center of Nantes. CRDP des Pays de la Loire, Thursday March 11, 1999.
- Tochon, F. V. (1999, March). Les apports des recherches sur l'enseignement dans la formation professionnelle des enseignants (Impacts of Research on Teaching in Professional Teacher Education). Roundtable session organized by the Educational Research Center of Nantes. CRDP des Pays de la Loire, Thursday March 11, 1999.
- Tochon, F. V. (1999, March). Didactique et sociologie de l'école: Convergence et spécificités. Participation à une Table ronde des Journées d'étude du Centre de recherche en éducation de Nantes. CRDP des Pays de la Loire, Friday March 12, 1999.
- Tochon, F. V. (1998, June). Aprendizaje Cooperativo y Estrategias Educativas (Cooperative learning and Educational Strategies). Lecture given at the Programa de Actividades Académicas de Actualización Docente del Departamento Académico de Educación, Facultad de Educación, Universidad Nacional Mayor de San Marcos, Lima, Peru.
- Tochon, F. V. (1998, June). Ethics, Cooperative Learning, and Work with Modern Challenges in Schools. Lecture given at the Colegio Paroquial Sylvia Ruff de Huari, Ancash, Peru.
- Tochon, F. V. (1998, May). Teaching oral communication. Invited Lecture given in the National Program for Education. Rectorate of Rennes, Brittany.
- Tochon, F. V. (1998, May). Video feed-back and teacher education. Workshop given at the Teacher Seminar of the University Institute for Teacher Education (I.U.F.M.). Plestin-les-Grèves, Brittany.
- Tochon, F. V. (1998, May). Research dissemination. Videoconference research forum organized by the University Institute for Teacher Education (I.U.F.M.), sites of Brest and Rennes, Brittany.
- Tochon, F. V. (1998, April). Reflective practice workshops : Organizing a cooperative research community. Lecture given for the University Institute for Teacher Education (I.U.F.M.). Allaire, Brittany.
- Tochon, F. V. (1998, April). Narrative research. Videoconference research forum organized by the University Institute for Teacher Education (I.U.F.M.), sites of Brest and Rennes, Brittany.

- *Tochon, F. V. (1998, April). Bakhtinian plagiarism in group interactions: A semiotic model of constructive learning? Paper presented at the annual meeting of the American Educational Research Association (AERA), San Diego, CA. Session 17.60 - Symposium on Semiotics of Constructivism. 13-17 avril, 1998.
- *Tochon, F. V. (1998, April). Signs, Premises and Disciplinary Genres. Paper presented at the annual meeting of the American Educational Research Association (AERA), San Diego, CA. Session 43.27 - Invited business meeting presentation. 13-17 avril, 1998.
- Tochon, F. V. (1998, February). Reflective practice workshops : Two ways to lived cases. Lecture given at Loctudy (Brittany) for the University Institute for Teacher Education (I.U.F.M.). Loctudy, Brittany.
- Tochon, F. V. (1998, January). Teacher education and reflective writing. Invited Lecture given in the National Program for Education. Rectorate of Rennes, Brittany.
- Tochon, F. V. (1998, January). Digital video and pedagogical research. Workshop given at the Teacher Seminar of the University Institute for Teacher Education (I.U.F.M.). Rennes, Brittany.
- Tochon, F. V. (1998, January). Mentoring and practicum supervision. Lecture given at the University Institute for Teacher Education (I.U.F.M.). Rennes, Brittany.
- Tochon, F. V. (1998, January). Data analysis. Videoconference research forum organized by the University Institute for Teacher Education (I.U.F.M.), sites of Brest and Rennes, Brittany.
- Tochon, F. V. (1997, November). Cooperative perspectives in bilingual settings: Implications for post-secondary education. Invited lecture given at the Ontario Institute for Educational Studies (OISE/University of Toronto), Department of Theory and Policy Studies. Toronto, Ontario.
- Tochon, F. V. (1997, October). Organiser la communication orale dans des groupes de pratique réflexive (Organizing oral communication in reflective practice learning groups). Lecture given at the University of Rennes, IUFM de Bretagne (Teacher Education College of Brittany), to the educators responsible for the practicum phase of teaching. Rennes, France.
- Tochon, F.V. (1997, June). Investigación en el aprendizaje de las lenguas: la cooperación en la construcción del sentido. Lecture given at the Universidad Femenina del Sagrado del Corazón (UNIFE), Facultades de Ciencias humanas y Facultad de Educación. Lima, Peru.
- Tochon, F.V. (1997, June). Formación reflexiva vía el relato de experiencia. Lecture given at the Universidad de San Marcos, Facultad de Educación. Lima, Peru.
- *Tochon, F.V. (1997, May). La parole comme traduction de l'expérience. Introduction du colloque sur l'empowerment Voice as the traduction of experience - Introduction to the colloquium on empowerment) Lecture given at the 65th meeting of the Association canadienne française pour l'avancement des sciences (ACFAS - French Canadian Association for the Advancement of Sciences). Trois-Rivières, Québec.
- *Tochon, F.V. (1997, May). La recherche enseignante comme pratique coopérative en situation. (Teaching research as cooperative and situated practice). Communication presented at the 65th meeting of the Association canadienne française pour l'avancement des sciences (ACFAS - French Canadian Association for the Advancement of Sciences). Trois-Rivières, Québec.
- Tochon, F. V. (1997, April). Pratique réflexive et professionnalisation (Reflective practice and professionalization). Lecture given at the Laboratory of Social Psychology. Université Paul Valéry (Montpellier III), France.
- Tochon, F. V. (1997, April). Didactiques et étude des compétences des experts (Didactics and the study of expertise). Workshop given at the Research Centre Didaxis. IUFM (Teacher College) of Montpellier and University Paul Valéry (Montpellier III), Faculty of Psychology. Montpellier, France.
- Tochon, F. V. & Miron, J.M. (1996, November). La communication et le récit d'expérience comme moyens d'intervention en milieux défavorisés - Résultats de recherche (Communication and narratives of experience as a means of intervention in low-income settings). Presented at the Faculty of educational sciences of Laval University, organized by the Centre for research and intervention on school success (CRIRES). Sainte-Foy, Quebec.
- Tochon, F. V. (1996, October). La communication éducative et ses incidences positives - Résultats d'un an d'intervention (Educative communication and its positive impacts - Results of a one-year study). Lecture presented at the Faculty of education, University of Sherbrooke, Quebec.
- Tochon, F. V. (1996, September). La communication pour faciliter la relation famille/garderie - Résultats d'un an d'intervention (Communication to favorize family-day care relationships - Results of a one-year study). Lecture presented at the Faculty of educational sciences, University of Montreal, Quebec.
- Tochon, F. V. (1996). Rétroaction vidéo et élucidation des savoirs pratiques des intervenants (Videofeedback and Elicitation of Practical Knowledge in Education). One-Day Seminar for the Professors of Department of Educational Sciences, University of Paris X Nanterre, U.F.R. of Psychological and Educational Sciences. University of Paris X Nanterre, Paris, France. Thursday June 13, 1996.
- Tochon, F. V. (1996). L'analyse des protocoles verbaux dans l'étude du discours éducatif (Verbal Protocols Analysis in the Study of Educational Discourse). Presentation made during the Seminar on «The discourse

- of Teachers». University of Paris X Nanterre, Paris, France. Wednesday June 12, 1996.
- Tochon, F. V. (1996). *Évaluer les interventions éducatives: pour quoi faire ?* (Evaluating Educational Interventions: for what purpose ?) Presentation made to Ph.D. students in Early Childhood Education. University of Paris X Nanterre, Paris, France. Tuesday May 21, 1996.
- Miron, J.-M., & Tochon, F. V. (1996). *L'approche réflexive dans la formation des éducateurs et des éducatrices* (The Reflective Approach in Educators' Education). Presentation made in the course of doctoral studies in Early Childhood Education. University of Paris X Nanterre. Wednesday May 22, 1996.
- Tochon, F. V. (1996). *Fiabilité de l'observation et construction de savoir* (Knowledge Building and Reliability of Observations). Presentation made at the Doctoral Seminar on the Education of Educators. University of Paris X Nanterre, Paris, France. Wednesday May 15, 1996.
- Tochon, F. V. (1996). *Didactique et stratégies cognitives: enseignement et résolution de problèmes* ("Didactique" and Cognitive Strategies: Teaching as Problem Solving). Lecture given at the Paul Valéry University (University of Montpellier III) and the Teacher Education Institute of Montpellier. Lecturer invited by the Didaxis Research Group and the Research Laboratory in Social Psychology. Paul Valéry University and the IUFM of Montpellier (Teacher College), France. Friday May 24, 1996.
- Tochon, F. V. (1996). *La place de la recherche en éducation dans l'édification d'une compétence professionnelle* (The Place of Research in Education for Building Professional Expertise). Workshop given at the 31st convention of the National Association of Pedagogical Counselors (ANCP). Beaune, France. Monday May 14, 1996.
- Tochon, F. V. (1996). *Le conseil pédagogique en formation-recherche: une voie vers l'universitarisation des pratiques?* Invited Plenary Lecture given at the 31st convention of the National Association of Pedagogical Counselors (ANCP). Beaune, France. Monday May 14, 1996.
- Tochon, F. V., & Miron, J.-M. (1995). *Logiques qualitative et quantitative dans l'intervention: le choc des cultures de recherche* (Quantitative and Qualitative Logics: The Culture's Shock). Colloque sur la famille (The Family Colloquium). Québec. October 1995.
- Tochon, F. V. (1995). *Diversités didactiques et cohérence pédagogique* (Instructional Diversities and Pedagogical Coherence). Invited Lecturer at the Entretiens Nathan/TV5 (Fifth TV Channel). University of Paris I, Grand amphitheater of the Sorbonne. November 25-26, 1995.
- *Tochon, F. V. (1995). *Possibilités et limites des grammaires cognitives dans l'élucidation des savoirs pratiques des enseignants et des entraîneurs* (Possibilities and Limits of Cognitive Grammars in the Study of Practical Knowledge of Teachers and Coaches). Plenum Invited Lecture. Convention of the Research Association in Physical Activities and Sports (ACAPS). Gosier, Guadalupa, French Antilles. Octobre 31-November 1st, 1995.
- *Tochon, F. V. (1995). *Priests, Warriors, and Businesspeople: The Three Castes of Educational Research*. Seminar on the Situated Researcher. University of Arizona, College of Education, Departments of Teaching and Teacher Education (TTE) and Language Research and Culture (LRC). September-October 1995.
- *Tochon, F. V. (1995). *Deconstructing the Story-Maker in Teacher Education*. Seminar on the Situated Researcher. University of Arizona, College of Education, Departments of Teaching and Teacher Education (TTE) and Language Research and Culture (LRC). September-October 1995.
- *Tochon, F. V. (1995). *Reconstructing Situated Research: Towards a New Genre of Writing*. Seminar on the Situated Researcher. University of Arizona, College of Education, Departments of Teaching and Teacher Education (TTE) and Language Research and Culture (LRC). September-October 1995.
- *Tochon, F. V. (1995). *Restricting meaning or expanding consciousness: Three Stories in Which Not Speaking About It Solved the Problem*. Presentation made at the Convention of the Learned Societies. Montreal, QC. June 2, 1995.
- *Tochon, F. V. (1995). *From Synchronicity to Method*. Discussion of presentations made at the symposium on Higher Education Research and Development during the Convention of the Learned Societies. Montreal, QC. June 2, 1995.
- *Tochon, F. V. (1995). *La recherche comme instrument de perfectionnement des professeurs* (Research as a Way Development for College Teachers). Presentation made at the Forum «College Teachers at the School of... Research»; annual meeting of the Association for Research in Colleges (ARC). Jonquiere, Quebec. May 25-27, 1995.
- *Tochon, F. V. (1995). *L'usage de l'enregistrement vidéo en formation* (The Use of Video in Teacher Education). Presentation made at the Panel Forum «Colleges, A Plugged World»; annual meeting of the Association for Research in Colleges (ARC). Jonquiere, Quebec. May 25-27, 1995.
- *Tochon, F. V. (1995). *Fondements pragmatiques d'une didactique générale* (Pragmatic Foundations for a General «Didactique»). Presentation made at the annual meeting of the French-Canadian Association for the Advancement of Sciences (ACFAS). Chicoutimi, Quebec. May 22-26, 1995.
- *Tochon, F. V. (1995). *Fondements théoriques et applications pratiques de la méthodologie du rappel stimulé*

- (Theoretical Foundations and Practical Applications of Stimulated Recall). Presentation made at the annual meeting of the French-Canadian Association for the Advancement of Sciences (ACFAS). Chicoutimi, Quebec. May 22-26, 1995.
- *Tochon, F. V. (1995). Restricting meaning or expanding consciousness: A premodern view on postmodern curricula. Presentation made at the annual meeting of the American Educational Research Association (AERA). San Francisco, CA. Avril 1995.
- *Tochon, F. V. (1995). Educational Joy and its Meaning. Introduction to the Colloquium organized at the annual meeting of the American Educational Research Association (AERA). San Francisco, CA. Avril 1995.
- Tochon, F. V., & Miron, J.-M. (1995). Favoriser la relation famille-garderie (Favorizing the Relationships Between Early Daycare and Families). Presentation made for the Educational Day of the daycare teachers of the Regroupement des garderies de la Montérégie. Saint-Joseph, Quebec.
- Tochon, F. V. (1995). Enseignement expert et improvisation (Expert Teaching and Improvisation). Lecture given at the University of Rouen, Department of educational sciences. Rouen, France, January 17, 1995.
- Tochon, F. V. (1995). Intervention auprès des parents en garderie: la réflexion des éducatrices (Intervening with Parents in Daycare: Daycare Teachers' Thinking). Lecture given at the Paul Valéry University of Montpellier III, Faculty of Literature and Human Sciences. Montpellier, France, January 20, 1995.
- Tochon, F. V. (1995). Pensée éducative et grammaire cognitive (Educational Thought and Cognitive Grammar). Lecture given at the University of Nantes, Department of educational sciences. Nantes, France, January 25, 1995. Enregistrement de la conférence disponible.
- Tochon, F. V. (1995). Former des enseignants: quel profit tirer de la notion d'expertise ? (Teacher Education: What Benefits from the Concept of Expertise ?). Lecture given at the University of Nantes, Teacher Education University Institute. Nantes, France, January 25, 1995. Tape recording available.
- Tochon, F. V. (1995). Méthodologie de recherche et rappel stimulé (Research and Methodology of Stimulated Recall). Research debate held at the Department of educational sciences, University of Nantes. Nantes, France, January 26, 1995.
- Tochon, F. V. (1995). Didactique et recherche nord-américaine («Didactique» and North American Research). Lecture given at the Department of the Disciplinary «Didactiques» of the National Institute for Pedagogical Research (INRP). Paris, France, le 27 janvier 1995.
- Tochon, F. V. (1995). Doit-on accorder la formation des novices aux stratégies des experts ? (Do We Need to Attune Novice Education to Expert Strategies ?). Lecture given at the Department of educational sciences of the University of Paris X Nanterre. Paris, France, February 2, 1995.
- Tochon, F. V. (1995). La relation recherche/formation en didactique: vers des didactiques contextualisées (The Relationship Between Education and Research in the Field of «Didactique»: Towards Better Situated-«Didactiques»). Lecture given at the National Institute for Pedagogical Studies (INRP), Department of the Disciplinary «Didactiques». Paris, France, February 3, 1995. Tape recording available.
- Tochon, F. V. (1995). Déconstruction des concepts d'ergonomie cognitive et d'ingénierie de la formation: vers leur contextualisation (Deconstructing the Concepts of Cognitive Ergonomics and of Educational Engineering: Towards Contextualization). Lecture given within the Curriculum of the 3d Cycle Vocational Education Studies at the University of Paris 8 Saint-Denis. Paris, France, February 9, 1995.
- Tochon, F. V. (1995). Actualité de la recherche en pédagogie: méthodologies de recherche sur les professionnels experts (Currents Trends in Pedagogical Research: Research Methods on Expert Professionals). Lecture given at the Department of educational sciences, University of Paris X Nanterre. Paris, France, February 9, 1995.
- Tochon, F. V. (1995). Professionnalisation et formation des maîtres: accès à la réalité du métier (Professionalization and Teacher Education: Access to the Vocational Reality). Lecture given at the Education and Research Unit for educational sciences and practices of the University of Lille III Charles de Gaulle. Lille, France, February 15, 1995.
- Tochon, F. V. (1995). Didactique et pédagogie: croisement de langages («Didactique» and Pedagogy: Crossing Languages). Lecture given at the University of Lille III Charles de Gaulle, Education and Research Unit for educational sciences and practices. Lille, France, February 15, 1995.
- Tochon, F. V. (1995). Stages de préprofessionnalisation et utilisation de la vidéo (Preprofessionalization Practicum and Video). Seminar given at the University of Avignon, Educational Sciences. Avignon, France, February 20, 1995.
- Tochon, F. V. (1995). L'enseignant expert et le savoir pratique (The Expert Teacher: Practical Wisdom). Lecture given at the Teacher Education University Institute (IUFM) of Aix-Marseilles. Aix-en-Provence, France, February 20, 1995.
- Tochon, F. V. (1995). Didactique et formation: de l'expertise à sa contextualisation («Didactique» and Education: From Expertise to its Contextualization). Lecture given at the Research Institute for the Teaching of Mathematics (IREM) of the University of Paris 7, Tour 56 Jussieu. Paris, France, March 1, 1995.

- Tochon, F. V. (1995). L'enseignant expert en didactique du français (The Expert Teacher in Language «Didactique»). Lecture given at the University Institute for Teacher Education (IUFM) of Rennes. Rennes, France, March 2, 1995.
- Tochon, F. V. (1995). Le praticien réfléchi et le paradoxe de la formation (The Reflective Practitioner and the Educational Paradox). Lecture given at the Unit of Research in Sports and Physical Education of the University of Rennes. Rennes, France, March 3, 1995.
- Tochon, F.V. (1995). Vers une formation plus pratique à l'université: une expérience en didactique de l'oral (Towards a More Practical Teacher Education: An Experience in the Oral Curriculum and Instruction). Lecture given at the Faculty of Educational Sciences of the University of Mons. Mons, Belgique, March 7, 1995 (morning).
- Tochon, F.V. (1995). Limitations des concepts d'ergonomie cognitive et d'ingénierie en formation (Limits of Cognitive Ergonomy and Educational Engeneering Concepts). Lecture given for the 3d Cycle Degree of Advanced Studies (DEA), Unit of Education and Research in Educational Sciences, University of Paris 8 - Saint-Denis. Paris, France, March 7, 1995 (evening).
- Tochon, F. V. (1995). Formation des maîtres ou autorité de l'expérience ? Public lecture given in the Jules-Ferry Auditorium of the National Institute for Pedagogical Research (INRP), organized by the Service of Communications of the INRP and the Publisher Fernand Nathan. Paris, France, March 8, 1995.
- Tochon, F. V. (1995). La compétence professionnelle est-elle évaluable ? Le cas des experts (Is Professional Competency assessable ? The Case of Experts). Lecture given at the Department of Educational Sciences of the University Pierre Mendès France, Unit of Education and Research in human and social sciences. Grenoble, France, March 13, 1995.
- Tochon, F. V. (1995). Tendances nord-américaines en méthodologie de la recherche et en évaluation (North-American Trends in Evaluative Research Methods). Lecture given at the Laboratory of Evaluative Research of the University Pierre Mendès France, Unit of Education and Research in human and social sciences. Grenoble, France, March 13, 1995.
- *Tochon, F. V. (1994). Familles de milieux défavorisés ou pluriethniques et éducation préscolaire (Families from Poverty and Multiethnic Settings and Preschool Education). Introduction to the Pannel Session organized during the annual meeting of the Quebec Association for Preschool Education (AEPQ). November 24, 1994.
- *Tochon, F. V. (1994). Expert/novice Interactional Junction Points in Teaching/Learning Situations: Attempts at Describing Professional Consciousness. Presentation made at Princeton University, Forbes College, Academy of Consciousness Studies, organized by the Fetzer Institute and the Faculty of Engineering. Princeton University, New Jersey, June 30, 1994.
- *Tochon, F. V. (1994). Les savoirs théoriques sont des savoirs pratiques qu'on tente de décontextualiser. Exposé présenté sur invitation lors de la Table ronde sur les savoirs d'action organisée par le Conservatoire National des Arts et Métiers. Biennale de l'éducation et de la formation sous le patronnage de l'UNESCO et du Conseil de l'Europe, Université de Paris I, La Sorbonne, 9 avril 1994.
- *Tochon, F. V. (1994). Language «Didactique» in the Francophone World. Communication faite lors du «Symposium sur la didactique dans le monde francophone» organisé dans le cadre de la Division B (Curriculum) de l'Association américaine de recherche en éducation (AERA). La Nouvelle Orléans, Louisiane, 4-8 avril 1994.
- *Tochon, F. V. (1994). Teacher Education in France and in Quebec. Introduction to the symposium on Teacher Education in the French-World, presented at the annual meeting of the American Educational Research Association (AERA). New Orleans, Louisiana, April 4-8, 1994.
- *Tochon, F. V. (1994). The Teacher/Content/Student Semiotic Triangle. Introduction to the session on Educational Semiotics in the French-World, organized by the Special Interest Group in Semiotics and presented at the annual meeting of the American Educational Research Association (AERA). New Orleans, Louisiana, April 4-8, 1994.
- *Tochon, F. V. (1994). Didactique: Some Crucial Questions in the Francophone World. Introduction to the symposium on Didactique in the French World, presented at the annual meeting of the American Educational Research Association (AERA). New Orleans, Louisiana, April 4-8, 1994.
- *Tochon, F. V. (1994). From Instructional Intentionality to its Organizers and Connectors: A Frame Grammar of Teaching/Learning Interactions in Immersion Language Classes. Communication presented at the 8th International Convention on Pragmatics and Language Learning. University of Illinois (Champaign-Urbana, Illinois). March 30-April 2, 1994.
- Tochon, F. V. (1994). La compétence enseignante et l'enseignement d'une langue seconde: une étude fondée sur les cartes de concepts (Teaching Expertise and Second Language Instruction: A Study Based upon Concept Mapping). Lecture given at the College for Language Higher Education, Department of French and English. Hanoi, Viet-Nam, March 10, 1994.

- Tochon, F. V. (1994). La planification cognitive de l'enseignant de langue seconde (Teacher Cognitive Planning During Second Language Instruction). Seminar given at the University of Hanoi, Department of French and English, Faculty of Literature and Human Sciences. Hanoi, Viet-Nam, March 15, 1994.
- Tochon, F. V. (1994). Planification et transformation de la connaissance en compréhension et en production langagières (Planning and Knowledge Transformation in Language Comprehension and Production). Seminar given at the College for Language Higher Education, Department of French and English. Hanoi, Viet-Nam, March 16, 1994.
- *Tochon, F. V. (1994). Pédagogie de la langue et hétérodidaxies de l'interculturel en milieux diglossique ou bilingue (Language Pedagogy and Crosscultural Differences in the Bilingual and Diglossic Milieu). Communication presented at the Colloquium of the Exchange Cercle of the European Community Teachers (CERCOM). Pointe-à-Pitre, Guadalupa Island, February 17-19, 1994.
- *Tochon, F. V. & Druc, I. C. (1994). Grammaire culturelle et pragmatique de la conversation (Cultural Grammars and the Pragmatics of Conversation). Communication presented at the Colloquium of the Exchange Cercle of the European Community Teachers (CERCOM). Pointe-à-Pitre, Guadalupa Island, February 17-19, 1994.
- *Legros, C., & Tochon, F. V. (1993, November). La relation théorie/pratique: Une pièce en trois actes. Communication presented at the Conference of the Quebec Association for Teacher Education. McGill University, Montreal, Quebec, November 20, 1993
- *Tochon, F. V. (1993, November). Didactiques des interculturels: Vers une hétérodidaxie (Cross-cultural pedagogies: Towards heterodidactics) Lecture as invited guest to the International and Pluridisciplinary Colloquium on Cross-Cultural Integration. University of Kenitra, Kenitra, Morocco. November 23, 1993.
- *Tochon, F. V. (1993, November). Didactique et interculturel: Vers une réciprocité (Cross-cultural integration and pedagogy: Towards reciprocity). Closing invited address to the International and Pluridisciplinary Colloquium on Cross-Cultural Integration. University of Rabat, Rabat, Morocco. November 26, 1993.
- *Tochon, F. V. (1993). The embedding of discourse types in teaching interactions amongst novice and expert teachers. Communication présentée lors du congrès mondial de l'Association internationale de linguistique appliquée. Amsterdam, Hollande, 8-15 août, 1993.
- *Tochon, F. V. (1993). Teacher Cognition and Communication in the Intercultural Context of Second Language Classes: A Pragmatic Grammar. Communication presented at the 4th International Pragmatics Conference. Kobe, Japan, July 25-30, 1993.
- Tochon, F. V., & Druc, I. C. (1993). Organización y planificación cognitivas en la enseñanza. Présentation faite à la Faculté d'éducation de la Pontificia Universidad Catolica del Peru. Lima, Pérou, 10 juin 1993.
- Tochon, F. V. (1993). Une recherche stratégique sur l'enseignement de la langue. Présentation faite à l'Alliance Française de Miraflores dans le cadre du cours de titularisation des enseignants de français des établissements privés. Lima, Pérou, 26 juin 1993.
- Tochon, F. V. (1993). Organismes didactiques et enseignement de la langue. Présentation faite à l'Alliance Française de Lima dans le cadre du cours de titularisation des enseignants de français des établissements privés. Lima, Pérou, 26 juin 1993.
- Tochon, F. V. (1993). The Influence of Cognitive Planning in Language Teaching. Présentation faite au Centro de Idiomas de la Pontificia Universidad Catolica Del Peru. Lima, Pérou, 24 juin 1993.
- *Tochon, F. V., & Druc, I.C. (1993). Didactica de la Lengua y Planificacion Cognocitiva. Conférence donnée sur l'invitation du vice-rectorat académique dans la Faculté d'éducation de l'Universidad Inca Gracilaso de la Vega. Lima, Pérou, 16 juin 1993.
- Tochon, F. V. (1993). Planificación y didactica de la lengua. Conférence donnée à l'Universidad Nacional Mayor de San Marcos, Faculté d'éducation. Lima, Pérou, 11 juin 1993.
- Tochon, F. V. (1993). Implications de la Psicología Cognocitiva en la didactica de la lengua. Présentation faite à la Faculté d'éducation de la Universidad Femenina del Sagrado Corazon. Lima, Pérou, 23 juin 1993.
- Tochon, F. V. (1993). Language Teaching and Cognitive Processing. Présentation faite à l'Escuela Superior de Interpretacion y Traducion (ESIT). Lima, Pérou, 24 juin 1993.
- Tochon, F. V. (1993). La transformation de la connaissance en interprétation et en traduction. Conférence donnée à la Universidad Ricardo Palma, Faculté des Langues modernes. Lima, Pérou, 23 juin 1993.
- Tochon, F. V. (1993). Video-formacion y formacion de los docentes. Conférence donnée à l'Auditorium de la Banco de la Nacion Argentina. Universidad Nacional de Rio Cuarto, Facultad de Ciencias Humanas. Rio Cuarto (Cordoba), Argentine, 30 juin 1993.
- Tochon, F. V. (1993). El docente funambulo - Paradigmas de Investigacion y de formacion. Conférence donnée au Centro de Estudios Canadienses de Rosario. Rosario (Santa Fe), Argentine, 5 juillet 1993.
- Tochon, F. V. (1993). Organismes pragmatiques en el analisis del discurso. Conférence organisée en collaboration par l'Instituto Nacional de Enseñanza Superior (INES) et le Centro de Estudios Canadienses de Rosario. Rosario (Santa Fe), Argentine, 5 juillet 1993.

- Tochon, F. V. (1993). Entre didactica y pedagogia, el docente equilibrista. Conférence organisée par l'Universidad Nacional de Entre Rios et l'Alliance française. Parana (Entre Rios), Argentine, 6 juillet 1993.
- Tochon, F. V. (1993). Un Poema para la Vida y la Poesia-Accion. Présentation faite À la Facultad de Humanidades, Universidad Nacional de Entre Rios. Parana (Entre Rios), Argentine, 7 juillet 1993.
- *Tochon, F. V. (1993). Discourse Analysis and Instructional Flexibility: A Pragmatic Grammar. Communication presented at the 7th Annual International Conference on Pragmatics and Language Learning. University of Illinois (Champaign-Urbana). April 1-3, 1993.
- *Tochon, F. V. (1993). A Deconstructionist, Postparadigmatic Reading of Mastery Learning, Strategic Teaching, and Narrative Autobiography. Article presented at the Annual Meeting of the American Educational Research Association (AERA). Atlanta, April 16-19 1993.
- *Tochon, F. V., & Magnusson, J. (1993). The Ecological Impact of Higher Education Assessment. Article presented at the Annual Meeting of the American Educational Research Association (AERA). Atlanta, April 16-19 1993.
- Tochon, F. V. (1993). The Age of Enlightenment in Teacher Education: Ideals and Delusions ? Presentation made at the CIRCE/RECI Seminar. University of Illinois at Urbana-Champaign, Department of Curriculum and Instruction, April 1, 1993.
- Tochon, F. V. (1993). La pensée en enseignement Différences entre enseignants novices, enseignants efficaces et enseignants experts (Teacher Thought Differences Between Novice, Expert, and Effective Teachers). Presentation made at the College of Jonquiere, Quebec. January 20, 1993.
- Tochon, F. V. (1992). Enseignement stratégique et pédagogie de la différenciation (Strategic Teaching and Differential Pedagogy). Communication presented at the Annual Meeting of the Quebec Association of Language Teachers (AQPF). Laval, 6 novembre 1992.
- Tochon, F. V. (1992). La planification stratégique en classe de français (Strategic Planning in the Language Classroom). Communication presented at the Annual Meeting of the Quebec Association of Language Teachers (AQPF). Laval, 6 novembre 1992.
- Tochon, F. V. (1992). Analyse de contenu et analyse de discours (Content Analysis and Discourse Analysis). Lecture given in the Seminar for Discourse Analysis of the Speech Study and Research Group. University of Paris VIII, Faculty of Psychology, November 2, 1992.
- Tochon, F. V. (1992). Didactique et représentations des enseignants en formation (Instruction and Teachers' Representations). Presentation given at the National Institute for Pedagogical Research (INRP), Paris, November 3, 1992.
- *Tochon, F. V. (1992). L'enseignement stratégique, transformation pragmatique de la connaissance (Strategic Teaching, A Pragmatic Transformation of Knowledge). Communication presented at the International Educational Network Conference (REF), Sherbrooke, October 9, 1992.
- *Tochon, F. V. (1992). Le design instructionnel de seconde génération (Second Generation Instructional Design). Communication presented at the Symposium of the International Educational Network (REF). Sherbrooke, October 6, 1992.
- *Tochon, F. V. (1992). L'architecture cognitive: Une épistémologie unifiée (The Cognitive Architecture: A Unified Way of Knowing?) Presentation made at the Graduate School of Education, Faculty of Education, University of Ottawa, Ontario, March 19, 1992.
- *Tochon, F. V. (1992). Presence Beyond the Narrative: Semiotic Tools for Deconstructing the Personal Story. Paper presented at the annual meeting of the American Educational Research Association (AERA), San Francisco, CA, April 20-24, 1992.
- *Tochon, F. V. (1992). La réflexion des stagiaires du primaire sur le passage à l'acte en didactique de l'oral: Comment tiennent-elles compte de l'hétérogénéité des apprenants (Student Teacher Thinking in Actualizing Oral Discourse Instruction: What about learning differences) ? Paper presented at the convention of the International Association for the Development of Research in French as a First Language Instruction, Montreal, Quebec, May 10-14, 1992.
- Tochon, F. V. (1992). «Expertise» et enseignement (Expertise and Teaching). Lecture given at the Laboratory of Experimental Pedagogy, Faculty of Psychological and Pedagogical Sciences, University of Liege, Belgium, March 4, 1992.
- Tochon, F. V. (1992). Peut-on développer à la fois la technique de la langue et la gestion mentale en classe de français? (Can one develop both Language Basics and Thinking Skills in the classroom?) Lecture given at the Jacques Franck Cultural Center for the French Community of Brussels, Belgium, February 29, 1992.
- Tochon, F. V. (1992). Planifier l'enseignement du français (Teacher planning in Language Arts). Lecture given to the School Directors of the French Community of Brussels, Belgium, February, 1992.
- Tochon, F. V. (1991). Les fondements de la didactique du français (Language Arts Teaching Foundations). Lecture organized by the University of Quebec in Montreal and the Quebec Association of Language Teachers AQPF). Montreal, Quebec, November 14, 1991.

- Tochon, F. V. (1991). L'audit écologique: Adapter l'industrie en évaluation formative (Ecological Auditing: Adapting Industry through Formative Evaluation). Presentation made at the Green Plan, Ecological Day, University of Sherbrooke, Sherbrooke, Quebec, December 12, 1991.
- *Tochon, F. V. (1991). La résolution du problème de gestion interactive dans l'enseignement du français (Solving the Problem of Interactive Management in Language Arts). Paper presented at the Symposium on Problem Solving Research, Third Convention of the French Language Educational Sciences in Canada, Ottawa, Ontario, October 29, 1991.
- *Tochon, F. V. (1991). L'adaptation de la pratique filmée à une recherche réflexive sur les modes d'interaction novices et les cognitions professionnelles en situation (Adapting Videopractice to Reflective Research on Novice Interactions and Professional Situated Cognitions). Paper presented at the Third Convention of the French Language Educational Sciences in Canada "Freeing Educational Research", Ottawa, Ontario, October 30, 31, and November 1, 1991.
- *Tochon, F. V. (1991). L'analyse pragmatique de l'épistémologie des enseignants (The Pragmatic Analysis of Teachers' Ways of Knowing). Paper presented at the Third Convention of the French Language Educational Sciences in Canada "Freeing Educational Research", Ottawa, Ontario, October 30, 31, and November 1, 1991.
- *Tochon, F. V. (1991). Une grammaire transformationnelle de la formation (An Educational, Transformational Grammar). Paper presented at the Symposium Education Work, Work-Education, International Network in professional Education and Research (RIFREP), Orford, Quebec, September 25-27, 1991.
- Tochon, F. V. (1991). Looking for a Methodology to Shed Light on Practical, Clinical Knowledge, and Expert Situated Cognitions. Presentation made at the Research Seminar of the Center for Higher Education: Research and Development on Teaching and Learning. University of Manitoba, April 16, 1991.
- Tochon, F. V. (1991). La planification stratégique dans l'enseignement du français (Strategic Planning in Language Arts Teaching). Communication made at the annual meeting of the Association ontarienne des professeurs de français (AOPF), Sudbury, Ontario, April 11-13, 1991.
- *Tochon, F. V. (1991). Towards a Semio-Cognitive Transformational Grammar of Teachers' Pragmatics. Communication given at the Learned Societies Conference, Canadian Association for Educational Psychology (CAEP), Kingston, Ontario, June 1-5, 1991.
- *Tochon, F. V. (1991). Organiseurs et désorganiseurs dans l'enseignement de langue (Organizers and Unorganizers in Language Arts Teaching). Communication given at the Learned Societies Conference, CACS, Kingston, Ontario, June 1-5, 1991.
- *Tochon, F. V. (1991). Pragmatic Epistemology of Teachers' Knowledge Transformations: A Semiotic Perspective on Cognition. Paper presented at the annual meeting of the American Educational Research Association (AERA), Chicago, IL, April 3-7, 1991.
- Tochon, F. V. (1991). Planification: Entre didactique et pédagogie (Planification: Between Instruction and Pedagogy). Lecture given at the Academie of Bordeaux, Ecole Normale de la Gironde, Bordeaux, France, February 6, 1991.
- Tochon, F. V. (1991). Epistémologie du temps en apprentissage et en enseignement (Time Epistemology in Teaching and Learning). Seminar given at the Direction des Ecoles Normales, National Plan for Teacher Educators' Education, Bordeaux, France, February 4-8, 1991.
- Tochon, F. V. (1991). L'usage des axes syntagmatique et paradigmatic dans la Poésie-Action: Un exemple nord-ontarien (Use of Syntagmatic and Paradigmatic Axes in Action-Poetry: An Example in North Ontario). Lecture given at the University of Calgary, Department of French, Italian and Spanish, Calgary, Alberta, January 25, 1991.
- Tochon, F. V. (1991). Epistémologie pragmatique des arts langagiers dans l'enseignement (Pragmatic Epistemology of Language Arts Teaching). Communication given at the University of Calgary, Calgary, Alberta, January 25, 1991.
- Tochon, F. V. (1991). Limits of the Whole Language Approach: Domains of Tasks in Second Language and Immersive Pedagogy. Communication given at the University of Manitoba, Faculty of Education, Winnipeg, Manitoba, January 11, 1991.
- Tochon, F. V. (1991). Research on Teachers' Planning and Pragmatic Epistemology. Lecture given at the University of Winnipeg, Noon Lectures Series, Winnipeg, Manitoba, January 30, 1991.
- Tochon, F. V. (1990). An Epistemic Grammar of Teachers' Thinking. Lecture given at McGill University, Laboratory of Applied Cognitive Science and Office for Research and Development in Education, Montréal, Quebec, October 25, 1990.
- Tochon, F. V. (1990). La dimension pragmatique de l'évaluation (The Pragmatic Dimension of Evaluation). Communication given at the annual meeting of the Association for the Development of Measure and valuation in Education (ADMEE-Quebec), Montréal, Québec, October 20-25, 1991.
- Tochon, F. V. (1990). The Epistemology of Teachers' Thinking: A Wave Function from Didactics to Pedagogy?

- Lecture given at the Graduate Studies in Reading, Faculty of Education, The University of Manitoba, November 22, 1990.
- Tochon, F. V. (1990). Pragmatic Epistemology of Focal Teacher Thinking. Paper presented at the Ontario Institute for Studies in Education, Department of Curriculum, June 15, 1990.
- *Tochon, F. V. (1990). Transposing Pedagogical Knowledge Organizers in Language Teachers' Education. Communication given at the Canadian Association for Teacher Education, Learned Societies Convention, Victoria, June 1990.
- *Tochon, F. V. (1990). From Teachers' Thinking to Cognitive Modelling. Communication given at the Canadian Educational Researchers' Association, Learned Societies Convention, Victoria, June 1990.
- *Tochon, F. V. (1990). Opposing Epistemological Categories for a Language Arts Secondary Curriculum? Communication given at the Canadian Association for Curriculum Studies, Learned Societies Convention, Victoria, June 1990.
- *Tochon, F. V. (1990). Le contexte pragmatique de la métacommunication pédagogique (The pragmatic Context of Pedagogical Metacommunication). Annual meeting of the Canadian Association of Applied Linguistics, Winnipeg, MB, Mai 26, 1990.
- Tochon, F. V. (1990). Epistémologie pratique et professionnalisation (Practitioner Epistemology and Professionalization). Lecture given at the Institut National de Recherche Pédagogique, Paris, France, Mai 1990.
- Tochon, F. V. (1990). Epistémologie du temps et didactique (Time Epistemology and Instruction). Lecture given at the University of Toulouse-Le-Mirail, U.E.R. of Educational and Behavioral Sciences, France, May 3, 1990.
- Tochon, F. V. (1990). Epistémologie et didactique de l'atelier d'écriture: Vers une métaphore hypertextuelle (Epistemology and Writing Workshop's Instruction : A Hypertext Metaphor). Workshop given at University Department of French Educators (DUFF), Centre Universitaire de Formation des Enseignants de Français (CUFEF), Avignon, France, May 2, 1990.
- Tochon, F. V. (1990). L'improvisation bien planifiée: De la transposition didactique à la transposition pédagogique (Well-planned Improvisation: From Instructional Transposition of Knowledge to Pedagogical-Knowledge Transformations). Education Day of Teacher Educators, DUFF, University of Avignon, France, April 30, 1990.
- Tochon, F. V. (1990). Organisation de cheminements particuliers de formation: De l'épistémologie d'une discipline à sa formalisation didactique (Organizing Differential Curricula: From Subject-Matter Epistemology to Instructional Formats). Education Day of Teacher Educators given at the University of Aix-en-Provence, Invitation of the Academic Provost, France, April 26, 1990.
- Tochon, F. V. (1990). Trois épistémologies de la compétence enseignante en sciences de l'éducation (Three Epistemologies of Teaching Competence in Education Sciences). Lecture given at the Université de Montpellier I, Session d'agrégation des STAPS, France, April 1990.
- Tochon, F. V. (1990). L'usage des cartes de concepts en didactique et dans l'étude de l'épistémologie enseignante (The Use of Concept Mapping in Instruction and in Teacher Epistemology Studies). Lecture given at the University of Avignon, April 1990.
- *Tochon, F. V. (1990). Expert/Novice Teachers' Time Epistemology. Paper presented at the annual meeting of the American Educational Research Association, Boston, April 16-20.
- Tochon, F. V. (1990). Catching on Epistemic Networks. Colloquium Series. Communication given at the University of Manitoba, March.
- *Tochon, F. V. (1990). The Evaluative Metacognition Differential: Student's Thinking on Self and Peer Teaching. Paper presented at WestCast' 90 Convention, Brandon, February 14-17.
- Tochon, F. V. (1989). Organismes et connecteurs de la macroséquentialité didactique (Organizers and Connectors of Instructional Macroframing). Research Workshop, Laval University, Department of didactics, December 15, 1989.
- *Tochon, F. V. (1989). L'évaluation métacognitive: quand la comparaison remplit une fonction d'appren-tissage (Metacognitive Evaluation: When Comparison Becomes a Learning Strategy). Paper presented at the annual Meeting of the ADMEE (Association for the Development of Measurement and Evaluation in Education), Quebec, November.
- *Tochon, F. V. (1989). Organismes cognitifs et séquences didactiques (Cognitive organizers and didactic frames). Paper presented at the 2nd Convention of Franco-Canadian Sciences of Education, Sherbrooke, November.
- *Tochon, F. V. (1989). L'improvisation bien planifiée: une réflexion sur l'image (A Well-Planned Improvisation: A Thought on Image). Paper presented at the 2nd Convention of Franco-Canadian Sciences of Education, Sherbrooke, November.
- *Tochon, F. V. (1989). Deux courants d'innovation pour un curriculum de français (Two trends of Innovation for a

- Language Curriculum). Paper presented at the CEFCO Conference (Center for Western Franco-Canadian Studies), Winnipeg (MB), October 12-14, 1989.
- Tochon, F. V. (1989). Des plans aux organisateurs didactiques (From planning to instructional organizers). Research Workshop, Laval University, Department of Curriculum and Instruction, August 30, 1989.
- Tochon, F. V. (1989). Que pensent les enseignants du plan d'études de français ? (What do Language Arts Teachers Think About their Curriculum ?) Lecture given at the Research Center of Saint-Boniface University College, Faculty of Education, Winnipeg, June.
- Tochon, F. V. (1989). Is Research on Teaching Useful for Teachers ? Lecture given at the Institute for Teaching and Education Studies, Adelphi University, Long Island, New York, April.
- *Tochon, F. V. (1989). Heuristic Schemata as Tools for the Epistemological Qualitative Analysis on Teacher Thinking About Practice. Paper presented at the annual congress of the American Educational Research Association, San Francisco, March.
- Tochon, F. V. (1989). Cognitive Research Applied to Language Didactics. Lecture given at the Laboratory of Applied Cognitive Science, McGill University, Faculty of Education, Montreal, March.
- Tochon, F. V. (1989). Le Livre d'Or Tograf dont tu es le héros: histoire et planification d'un projet (The Spelling Book Whose You are the Hero: Story and Planning). Workshop given at the University Center for Teachers' and Educators' Education, University of Avignon (France), March.
- Tochon, F. V. (1989). Le paradigme d'étude sur la pensée des enseignants et son impact potentiel en formation (Teacher Thinking Paradigm and its Potential Impact on Teacher Education). Workshop given at the Mission Académique à la Formation des Personnels de l'Éducation Nationale d'Aix-Marseille, March.
- Tochon, F. V. (1989). Recherches cognitives appliquées en didactique générale (Cognitive Research Applied to Instruction). Lecture given at Sherbrooke University, Faculty of Education, Quebec, February.
- Tochon, F. V. (1989). L'organisation du temps pédagogique en didactique: la pensée des enseignants experts et débutants (leur rationalité et leurs stratégies) (Transposing the Pedagogical Time into Instruction: Novice/Expert Teachers' Thinking (Their Strategies and Rationale). Lecture given at Laval University, Department of Didactics, Quebec, February.
- Tochon, F. V. (1989). Didactique et pédagogie - leur contribution respective à la formation des enseignants (Instruction and Pedagogy -Their Impact on Teacher Education). Lecture given at Laval University, Faculty of Science Education, Quebec, February.
- Tochon, F. V. (1989). Recherches cognitives et didactique de la langue maternelle (Cognitive Research and Language Arts Instruction). Lecture given at the Department of Sciences of Education of the University of Quebec at Hull, February.
- Tochon, F. V. (1989). L'évolution de la pédagogie par projets en français langue maternelle et en français langue seconde (New Trends in First and Second Language Whole Projects). Lecture given at the University of Ottawa, Teacher Education Department, February.
- Tochon, F. V. (1989). Un modèle de didactique de la langue maternelle pour les 10-16 ans (Language Arts Teaching: A Model for 10-16 Years Olds). Lecture organized by the Department of Didactics, University of Montreal, February.
- Tochon, F. V. (1989). Nouveaux modèles en didactique de la langue issus de la recherche sur la pensée des enseignants (New Trends in Language Arts Instruction - Issues in Teacher Thinking Research). Lecture given at the Department of Linguistics, University of Quebec in Montreal, February.
- *Tochon, F. V. (1988). Quand l'évalué évalue ses propres productions: Evolution de la didactique par projets (Self-Evaluating Written Productions: Evolution of the Pedagogies in the Line of DEWEY). Paper presented at the annual meeting of the ADMEE (Association for the Development of Measure and Evaluation in Education), Montréal, October 20-22.
- *Tochon, F. V. (1988). La définition des experts dans le paradigme de recherche sur la pensée des enseignants (The Definition of Experts in Teacher Thinking). Paper presented at the international meeting of the European ADMEE (Association for the Development of Measure and Evaluation in Education), Bruxelles, September 6-30, 1988.
- Tochon, F. V. (1988). L'évaluation en question: Le cas de l'enseignement de la lecture rapide (Questioning Evaluation: The Case of Speed Reading Teaching). Lecture given at the Swiss Educational Research Society, Delémont, Switzerland, June 3, 1988.
- *Tochon, F. V. (1987). Le projet pédagogique comme formation à l'auto-évaluation: un problème de niveaux taxonomiques (Self-Evaluative Education as a Project: A Problem of Taxonomical Levels). Paper presented at the international meeting of the European ADMEE (Association for the Development of Measure and Evaluation in Education), Fribourg, Switzerland, September 26-29.
- Tochon, F. V. (1984). Les appuis pédagogiques intégrés - Effets de la relaxation sur les facteurs de la réussite (Integrated Educational Support - Effects of Relaxation on Successful Learning). Paper presented at the annual day's study on Educative Support, Direction Générale du Cycle d'Orientation, Geneva, February 16-

Interviews

- Tochon, F. V. (2011). *Propos libres sur la formation des enseignants: Une entrevue avec François Victor Tochon. (Free Speech on Teacher Education). Formations et pratiques d'enseignement en questions. Revue des Hautes écoles pédagogiques et institutions de formation de Suisse romande et du Tessin, 12, 9-18.*
- Tochon, F. V. (1992). Interviewing an educational science researcher: François Tochon. *Sports and Physical Education, Paris, 235, 9-16.*

Research workshops

In Belgium (Bruxelles, Liege, Louvain), in China (Beijing, Hangzhou, Nanjing, Shanghai) in France (Lyon, Marseille, Paris, Reims, West Indies), in Argentina (Rio Cuarto, Rosario, Parana), In Mexico (Taxco), in Peru (Lima), and in Quebec (College of Jonquière). In Norway (Akershus, Oslo), Spain (Granada).

Synergistic Activities

- 2009, Spring – Inviting Prof. Gümüşeli from Yıldız Technical University, Istanbul, for long term collaborations with WCER & C&I at UW-Madison. Creation of a EU Consortium of Universities on Teacher Development with the Universities of Reims (France), Porto (Portugal), Granada (Spain), Stockholm (Sweden) associated with UW-Madison, Yıldız Technical University (Turkey), and Astrakan (Russia).
- 2008, Spring – Visiting Professor, Yıldız Technical U. and Bahçesehir U., Turkey, participatory action science on international standards and e-portfolios in the Depts of Ed. Tech and Foreign Language Ed.
- 2008 – Member of the International Scientific Council of the 15th World Congress on Globalization and Education: Toward a Society of Knowledge. World Association for Educational Research. June, 2008.
- 2007, Fall – Visiting Professor, U. of Reims and U. of Lyon 1, France, participatory action research to integrate European standards through electronic portfolios and linguafolios in Teacher Education. Collaboration, Conference of France Teacher Ed Directors to internationalize Education w/ e-portfolios.
- 2007 - Editor of the International Journal of Applied Semiotics. Applied (or Educational) Semiotics aims to studying meaning-making processes in formal and informal Education settings.
- 2007-2008 Networking some 150 international researchers including the ‘Semiotics in Education’ AERA SIG members to create an international association of applied semiotics.
- 2007- Co-Initiating a Master in International Education providing courses such as Globalization and Linguistic Human Rights; International Studies and Language Discrimination.
- 2007- Co-Initiating a PhD Minor in International Education
- 2003-2007 Principal Investigator, “Foreign Languages for Bilingual Education”, FLAP Federal Grant (PR/Award # T293B030096), \$213,000.
- 2001-2002 Principal Investigator, Wisconsin TEACH grant, \$88,767.
- 2000-2001 UW Grad School Research, Video Study Groups and Professional Development, \$30,000
- 2001 - Co-Editor of the International Journal of Applied Semiotics.
- 2002- Expertise for the Office of Ed Research and Improvement (OERI), Field-Initiated Studies Ed Research, U.S. Dept of Ed, the «Social Sciences and Humanities Research Council of Canada» (SSHRC); the Quebec Council for Social Research (CQRS); the Quebec Research Fund (FCAR).
- 1999-2002 President of the Special Interest Group (SIG) in Semiotics and Education at the American Educational Research Association (AERA).
- 1997-2000 Co-Editor of The Canadian Journal of Higher Education.
- 1994-1997, Co-Editor of the Cahiers de la Recherche en Éducation.

Organization of meetings

2003-2010 Yearly Symposium and colloquium on Language Policies and World Language Education, Global Forum on Language and Cultures (Madison, WI), February 2002; Colloquium of Cartigny (Geneva), International Research on Imagery and Sight (IRIS), June 1988; Colloquium of Jouvence (Quebec), Intervening in Poverty and Crosscultural Settings (GIPEM), April 1993; Colloquium of Jouvence: June 1994, May 1995, October 1996 (Quebec); ACFAS symposium, 1996; symposia for the American Educational Research Association (AERA) - April 1994, 1995, 1996, 1998 and 1999.

Critics' reviews

- Griffith, B. (2004). François Tochon. 2002. *Tropics of Teaching: Productivity, Warfare and Priesthood*. Toronto: University of Toronto Press, cloth. *Canadian Social Studies*, 38 (3), www.quasar.ualberta.ca/css
- (2004). L'effet de l'enseignant sur l'apprentissage en groupe de François Tochon. Paris: Bulletin Critique du Livre en Français, 655, 42.
- (2002). The Foreign Self. *Modern Language Journal*.
- Desjardins, F. (2001). Book review: "Video Study Groups for Education, Professional Development, and Change." *International Journal of Applied Semiotics*, 2(1-2), 143-146.
- Allard, S. (1998). "Tochon, F. V. (1997). Organiser des activités de communication orale. Sherbrooke: Éditions du CRP." *Revue des sciences de l'éducation*, 24(2), 444-445.
- Chauffour, L. (1994). "F.V. Tochon - L'enseignant expert". *L'École et la Famille*, 7, 11.
- Marsolais, A. (1994). «Tochon, F. V. - L'enseignant expert». *Vie pédagogique*, 90, 53-54.
- Mougeon, J.-C. (1994). "L'enseignant expert" de F. V. Tochon. *Educateur*, 2, 68.
- (1994). "L'enseignant expert" de François Victor Tochon. *Bulletin de l'Institut Supérieur de Pédagogie (Belgique)*, Janvier, 9-10.
- Wall, M. P. (1994). «Tochon François and Druc Isabelle (1992). Oral et intégration des discours (Oral Exchange and Discourse Integration)». *The Journal of Educational Thought*, 28(2), 205-209.
- Wozniak, P. (1994). Une nouvelle voie de la recherche: la vraie pratique des enseignants. *Conseiller d'éducation*, 19.
- Zakhartchouk, J.-M. (1994). «L'enseignant expert François Victor Tochon». *Cahiers Pédagogiques*, 326, 68.
- Leizerovici, B. (1994). «L'enseignant expert - F. V. Tochon». *Lire voir entendre*, 41, 465.
- Pouliot, S. (1993). «Tochon François V. L'enseignement stratégique. Transformation pragmatique de la connaissance dans la pensée des enseignants». *DFLM La lettre de l'association*, 13, 35.
- Tarrab, E. (1993). «Tochon, F. V. & Druc, I. C. Oral et intégration des discours». *DFLM La lettre de l'association*, 13, 42-43.
- Barthomeuf, J. (1991). «Tochon, F. V. (1990). Didactique du français, de la planification à ses organisateurs cognitifs». Paris: ESF Éditeur, 199 p. *The Journal of Educational Thought*, 25(3), 277-278.
- Not, L. (1991). Tochon (François Victor): Didactique du français, de la planification à ses organisateurs cognitifs (Language Arts Instruction: From Planning to its Cognitive Organizers). *Revue Française de Pédagogie*, 96, 129-131.
- Ouellet, L. (1991). Tochon François Victor - Didactique du français, de la planification à ses organisateurs cognitifs (Language Arts Instruction: From Planning to its Cognitive Organizers). *Vie Pédagogique*, 72, 48-49.
- CNEFASES (1991). Didactique du français, François Victor Tochon (Language Arts Instruction). *Les Cahiers deBeaumont*, avril, 74.
- Pille, J.-P. (1991). Tochon François Victor - Didactique du français, de la planification à ses organisateurs cognitifs (Language Arts Instruction: From Planning to its Cognitive Organizers). *Nouvelles du Ministère de l'Éducation (France)*, 804.0, 37.

Video productions

- Tochon F. V. (2017). *Digital Video Course Intro*. Madison, WI: Department of French & Italian, College of Letters & Science, University of Wisconsin-Madison. YouTube: https://youtu.be/QjIA9Vnb_lM
- Tochon F. V. (2009). *A Deep Approach to Education*. Madison, WI: University of Wisconsin-Madison, Wisconsin Center for Educational Research.
- Tochon F. V. (2009). *Deep Education*. Madison, WI: University of Wisconsin-Madison, Wisconsin Center for Educational Research.
- Tochon F. V. (2009). *The Deep Approach Concept*. Madison, WI: University of Wisconsin-Madison, Wisconsin Center for Educational Research.
- Tochon F. V. (2009). *Deep Grammar*. Madison, WI: University of Wisconsin-Madison, Wisconsin Center for Educational Research.
- Tochon F. V. (2009). *Deep Teacher Planning*. Madison, WI: University of Wisconsin-Madison, Wisconsin Center for Educational Research.
- Tochon F. V. (2009). *Organizing Deep Projects*. Madison, WI: University of Wisconsin-Madison, Wisconsin Center for Educational Research.
- Tochon, F. V. (2003). *Media Langue Caraïbe: Second languages in the Carribeans*. Guadalupa Island. Madison, WI: University of Wisconsin-Madison.
- Tochon, F. V., Hanson, D., & Black, N. (2002). *Que? Espanol! A TEACH Video Series with 16 movies to teach Spanish in the K-2 Classroom*. Madison, WI: University of Wisconsin-Madison and MMSD.
- Tochon, F. V. (2001, September). *Using Maps to Teach Languages: Examples in German*. A film with FriedeMarie

- Farrar and Jo Ellen Drury, Kromrey Middle School. Madison, WI: French House, Pedagogical Evenings.
- Tochon, F. V. (2001, March). Cognitive Apprenticeship: Examples in French. A film with Lucie Ferrari and Connie Burmeister, Sun Prairie High School. Madison, WI: French House, Pedagogical Evenings.
- Tochon, F. V. (2001, February). The French Immersion School in Milwaukee. A film with Shirley McCarthy, Meg Gregorcich, Jane Misslich, Jill Myers, French Immersion School, Milwaukee, WI: French House, Pedagogical Evenings.
- Tochon, F. V. (2000, November). The Fashion Show or Project-based Pedagogy: Examples in French. A film with Nassira Djenad and Jan Klausmeier, McFarland High School. Madison, WI: French House, Pedagogical Evenings.
- Tochon, F. V. (2000, October). Paired Testing: Examples in Spanish. A film with Denise Hanson, West High School. Madison, WI: French House, Pedagogical Evenings.
- Tochon, F. V. (2000, September). The Thematic Approach in the Japanese Class. A film with Loren Hegge, West High School. Madison, WI: French House, Pedagogical Evenings.
- Tochon, F. V. (2000, April). A Second Language. Film presented at the "Documentary Film as Research: A Film Festival" Roundtable. Annual meeting of the American Educational Research Association (AERA). New Orleans, LA. April 24-28, 2000.
- Tochon, F. V. (1999). Expertise in language teaching and cooperative learning groups. Research video presentation prepared for the Department of Curriculum & Instruction, University of Wisconsin at Madison.
- Tochon, F.V. (1998). Educational experiences - Three student teachers. Digital video (20'), François Victor Tochon realisateur. Sherbrooke: University of Sherbrooke, Faculty of Education.
- Tochon, F. V. (1998). Parents responsables (Responsible parents). Digital video (10'), Jean-Marie Miron & François Victor Tochon réalisateurs. Sherbrooke: University of Sherbrooke, Faculty of Education.
- Tochon, F.V. (1997). Diverse learning and cooperation in teacher education. Digital video (150'), François Victor Tochon realisateur. Sherbrooke: University of Sherbrooke, Faculty of Education.
- Tochon, F. V. (1996). Organisation coopérative des cours de didactique du français oral (Cooperative organization of classes of Didactique du français oral (Curriculum & Instruction of Oral French)). Vidéo, realisateur Geneviève Crête. Sherbrooke: University of Sherbrooke, Faculty of Education.
- Tochon, F. V. (1994). Oral et intégration des discours (Oral and Discourse Integration). Video, Vincent Côté realisateur. Sherbrooke, QC: University of Sherbrooke, Faculty of Education.
- Tochon, F. V. (1993). Les perroquets (Perrots). Video, Vincent Côté realisateur. Sherbrooke, QC: University of Sherbrooke, Faculty of Education.

Research collaborative agreements

2012-

Agreement with Suleyman Demirel University (Isparta, Turkey) for a Tubitak grant project titled "Turkish as a Global Language - Creation, Evaluation, and Research Design of Online Self-Directed and Project-Based Instructional Materials to Teach Turkish Language and Culture to English-Speaking Beginners".

2009-

Agreement with the University of Granada, Spain.

2003-

Agreement for doctoral co-directions and research, Université des Antilles-Guyanes, Guadeloupe, France.

2000-

Agreement for the exchange of student teachers and research. Universidad Nacional de Rio Cuarto (Cordoba) Argentina. Officialized by the Deans of the Schools of Education, the Provost of UNRC and the Chancellor of UW-Madison.

1997-2000

Co-supervision of doctoral dissertation with the University of Nantes (France), Professor Marguerite Altet, department of educational sciences.

Oct.-Nov.1998

Supervision of a research practicum student from the Free University of Brussels (ULB), Ariane Brown, sent by Prof. Jose-luis Wolfs

1996-1999

Co-supervision of doctoral dissertation with the University of Paris 5 Sorbonne, Professor Alain Bentolila, Department of applied linguistics.

1996-1999

Co-supervision of doctoral dissertation with the University of Paris X Nanterre, Professor Paul Durning, Department of educational sciences.

1995-1996

Université Paul Valéry, Montpellier III, Laboratory of Social Psychology, research collaboration on day care teachers and educators knowledge.

1992-1993

UFR STAPS, Université de Montpellier I, collaboration on teacher knowledge.

FUNDING

2016-2017

Spencer Foundation Award. Bi-continental conference: "Language Education Policies and Identities Inclusion. Cultivating Distinctiveness: Perceived Identities of Immigrant, Displaced and Refugee Children. \$48,900.

2016

WCER Seed Money, \$2,000

2015

Travel funds for conferences

2013-2014

Travel funds for invited lectures in 12 countries - Sabbatical Study Award

November – December, 2012

Campus of Excellency, University of Granada, Spain. 6,000 euros.

January 2009-October 31, 2012

U.S. Department of Education, International Research Studies (IRS): "A Deep Approach to Turkish Teaching and Learning" (CFDA 84.017A-3). \$471,200 awarded. Principal Investigator with CoPIs Celile Argit-Ökten (YTU), Isabelle Druc (UW), Cendel Karaman (METU) and other collaborators such as Erika Gilson (Princeton).

2008

Spencer grant. "Globalization, Standardization and E-Portfolios in Teacher Education: From Organizational Learning to Social Opportunity" (UW Ref. #38723). \$40,000 awarded

Tubitak - National Science and Technology Foundation of Turkey. Ytl8,000 awarded.

2003-2007

Federal Foreign Language Assistance Program Grant, \$213,000. Foreign Language Teaching For Bilingual Education. Principal Investigator in collaboration with Dory Lightfoot (2003-04) and Kim Kasperbauer (2004-06), UW, and Denise Hanson (2003-05) and Tammy Baldwin (2005-06), coordinators for MMSD. A Foreign Language Instruction Implementation and Research Project by the Madison Metropolitan School District in collaboration with the University of Wisconsin-Madison. October 2003-August 2007.

2001-2002

Anonymous Fund, L&S, \$ 8,000. 2002 Global Forum on Languages and Cultures.

Wisconsin TEACH, \$83,767. Team Teaching Early Foreign Language (TTEFL). Principal Investigator in collaboration with Denise Hanson. A Foreign Language Instruction Implementation and Research Project by the Madison Metropolitan School District in collaboration with the University of Wisconsin-Madison. July 2001-June 2002.

2001

Wisconsin TEACH, \$5,000. Team Teaching Early Foreign Language (TTEFL), in collaboration with Mary Thompson and Denise Hanson. Planning Grant. A Foreign Language Instruction Planning Project by the Madison Metropolitan School District in collaboration with the University of Wisconsin-Madison.

Graduate School of Education UW-Madison, \$ 15,000. Summer research 2001 (2 months).

2000

Graduate School of Education UW-Madison, \$ 15,000. Summer research 2000 (2 months).

1998-2001

Social Sciences and Humanities Research Council of Canada, \$ 114,000. "Communication for care: Analysis of the adequacy between the message of the coach and the perception of the student." In collaboration with Pierre Trudel and Jean-Paul Dionne, University of Ottawa. 1998-1999: \$45,000; 1999-2000: \$31,000; 2000-2001: \$38,000.

1997-2000

Social Sciences and Humanities Research Council of Canada, \$88,000. Cooperation in pedagogical dialogues: what expert teachers teach to practicum student teachers in bilingual settings. 1997-1998: \$30,000; 1998-1999: \$30,000; 1999-2000: \$28,000.

1996-1997

NTIC and Faculty of Education, \$ 8,000. Award to support research on new technologies of information communication and Language Teacher Education.

- FRAI, \$ 2,700. Award for supporting the translation of the books "The expert teacher" and "Language Didactics".

- FRAI, \$ 4,000. Award to support the research project "Parents responsables" (Accountable parents)

1995-1997

- Conseil Québécois de la Recherche Sociale (CQRS), \$ 135,954. Le dialogue et le récit d'expérience pour favoriser la compétence parentale et renforcer le partenariat famille-garderie en milieu bilingue (Dialogue and Narratives of Experience to Favor Parents' Proficiency and Strengthen the Family-Daycare Partnerships in Bilingual Settings). Two-years Evaluative Project: April 1st 1995 to March 30, 1996: \$ 68,071; April 1st 1996 to March 30, 1997: \$ 66,883.

1994 -1997

- Social Sciences and Humanities Research Council of Canada, \$ 128,000. In collaboration with P. Trudel and J.-P. Dionne, University of Ottawa. "Vers une grammaire d'analyse de la connaissance et de l'intervention pédagogique (Towards an Analytical Grammar of Pedagogical Intervention)." April 1, 1994, to March 31, 1995: \$ 47,000; April 1, 1995, to March 31, 1996: \$ 59,000; April 1, 1996, to March 31, 1997: \$ 22,000.

1993-1995

- Conseil Québécois de la Recherche Sociale (CQRS) and Ministry of Women Condition, \$ 45,188. «Family Fund» 1993-1995: Tochon, F. V. & Toupin, J. La carte des cas vécus pour assurer une saine transition famille/garderie pour les enfants ayant des difficultés d'intégration The Card of Lived Cases for a Better Ecological Transition Family/Daycare for At-Risk Pupils): August 20, 1993 to March 30, 1994: \$ 28,291; April 1st, 1994 to March 30 1995: \$ 16,897.

- FRAI & Faculty of Education: \$10,000. Évaluation d'un programme d'intervention en milieux défavorisés (Assessing a Program of Intervention in Poverty Settings).

1993

-SPPUS Fund: \$6,000. Award for Pedagogical excellency from the Union of Professors of the University of Sherbrooke. Prototype de cours visant l'équilibration des connaissances déclaratives et procédurales en didactique de l'oral (A Course Prototype Aiming at Balancing Declarative and Procedural Knowledge in the Context of Oral Education).

- Conseil Québécois de la Recherche Sociale (CQRS): \$5,000. Intervention, pauvreté et multiculturalisme (Intervening in Poverty and Multicultural Settings)

1991-1994

- Social Sciences and Humanities Research Council of Canada: \$57,000. "La transformation curriculaire chez les enseignants de français novices et experts au niveau secondaire en contexte minoritaire (The Curricular

Transformation of Knowledge Amongst Novice and Expert Secondary Language Teachers in a Minority Context).” April 1st 1991 to March 30, 1992: \$ 26,512; April 1st 1992 to March 30, 1993: \$ 8,028; April 1st 1993 to March 30 1994: \$ 22,460.

1992-1993

- Graduate School, Université de Sherbrooke. Research award: \$10,000. Développement de stratégies instructionnelles: Une comparaison enseignants chevronnés / stagiaires (Developing Instructional Strategies: An Expert/Novice Comparison).
- University of Sherbrooke & Faculty of Education, research award: \$10,000. Intervention, pauvreté et multiculturalisme en milieu de garderie: Une approche qualitative des besoins prioritaires (Intervention Poverty & Multiculturalism in Day Care Settings, A qualitative Approach of Most Urgent Needs GIPEM).
- University of Sherbrooke Award, Pedagogical Innovation Fund: \$10,000. Prototype de cours centré sur le développement d'habiletés procédurales en didactique de l'oral chez les étudiantes du BEPP (A B.Ed. Course Prototype for the Development of Instructional Skills in Teaching the Oral Communication).
- University of Sherbrooke, Award for Research Planning: \$5,000. La transformation curriculaire chez les enseignants de français novices et experts au niveau secondaire en contexte minoritaire (The Curricular Transformation of Knowledge Amongst Novice and Expert Secondary Language Teachers in a Minority Context).
- University of Sherbrooke, Award for Research Planning: \$ 5,000. Intervention, pauvreté et multiculturalisme en milieu des garderie: Une approche qualitative des besoins prioritaires (Intervention Poverty & Multiculturalism in Daycare Settings, A qualitative Approach of Most Urgent Needs, GIPEM).

1991-1992

- University of Sherbrooke, Pedagogical Award: \$ 4,500. “Les stagiaires du BEPP et la didactique de l'oral (B.Ed. Student Teachers and Oral Instruction).” 3,800 \$ + 700 \$.
- Ontario Institute for Studies in Education (OISE/M.E.O.): \$ 3,850 Project 95+ Image of the Future Teacher. Report presented in April 1992 to the Teacher Education Council, Ontario.

1989-1990

- University of Manitoba, CUSB, Winnipeg : \$ 6,000. Les représentations des enseignants de français en immersion (Representations of Immersion Language Teachers).

1982-1986

- DGCO, L.A. Group Presidency, yearly funding of 100 to 110 administrative, weekly hours (about \$300'000 per year for the French Teachers' organization, research and production teams). Annual reports available.

PARTICIPATION IN DEPARTMENT, FACULTY AND UNIVERSITY COMMITTEES

PARTICIPATION IN UNIVERSITY COMMITTEES	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10
C&I										
FLE/WLE area head	V	V	V	V	V	V	V			
Graduate Studies Com				V	V					
Eval of B Baker	V	V	V	V	V	V	V			
Spanish Ed Position	V	V	V	V	V				V	V
FLE Review				V			V			
Awards Committee									V	
Bilingual Ed Curriculum		V	V							
Bilingual Ed Position			V							
SoE										
International Ed Com	V	V	V	V	V	V	V			V
ISTP co-organizer	V	V	V	V	V	V	V			
IRB Instit Review Board										V

FRIT										
FR&IT Educ Advisor	V	V	V	V	V	V	V	V	V	V
PFMP MA Curric	V	V	V	V	V	V	V	V		
High School Liaison	V	V	V	V	V	V	V	V	V	
Undergrad/instructional								V	V	V
Oral Proficiency Interv	V	V	V	V	V	V	V		V	V
Resource Center Newslett									V	
Resource Center webcast									V	V
Eval of Nelly Halzen						V				
L&S										
SLA PhD Project Comm	V	V								
PhD in SLA Executive			V	V	V					V
Global Forum chair		V								
M.E.S. Curricul Devlpt									V	V

PARTICIPATION IN UNIVERSITY COMMITTEES IN CANADA

1999-2000

Committee of the CRP Presses (Faculty level).
Head of the French Curriculum & Instruction area.

1998-1999

Committee for the Students' Fellowships (National, State, and Faculty levels).
Committee of the CRP Presses (Faculty level).
Head of the French language section.

1997-1998

Committee for the Students' Fellowships (National, State, and Faculty levels).
Committee of the CRP Presses (Faculty level).
Head of the French language section.
Responsibility of International Practicum Students (from Brittany).

1996-1997

Committee for the Students' Fellowships (National, State, and Faculty level).
Committee of the CRP Presses (Faculty level).
Committee for the reorganization of courses at the B.Ed. level (Department level).

1995-1996

Sabbatical leave.

1994-1995

Committee for International Relationships (Faculty level).
President of the Committee for Programs Implementation at the International level (Department level).
Committee for Institutional Fellowships (Faculty level).
Promotion Committee for the Assistant Professors Pierre Paille and Genevieve Goulet.
Committee for the Music/Education Joint Program (Inter-Faculty level).
Committee of Graduate Studies (Faculty level).
Committee for the Journal Cahiers de la recherche en éducation (interdepartmental).

1993-1994

Committee revising professor ranks and tenure criteria (Department level).
Committee for the Journal Cahiers de la recherche en éducation (interdepartmental).
President of the Committee for Programs Implementation at the International level (departmental level).

1992-93

Committee of Graduate Studies (Faculty level).
Committee revising professor ranks and tenure criteria (Department level).
Committee about higher education assessment (Department level).

Committee about the programs' renewal of the Ministry of Education (Department level).
Committee for the creation of the Journal Cahiers de la recherche en éducation (interdépartemental).

1991-92

Committee of the Doctorate (Faculty level).
Committee of Graduate Studies (Faculty level).
Head of the French language section.
Administrative experience

1991-

Head of the French language section of the Department.

1994-1995

Responsible for the coordination and organization of a "M.A.-research" program in Argentina (Faculty level).

1993-1994

Secretary of the Department Assembly.

1982-86

President of the Group of Language Arts Teachers at the District Board of Directors, Geneva State Junior High Schools. Direction and supervision of research committees, testing service committees, and instructional material committees. Instructional coordination of and innovation for 17 colleges. Annual Reports available.

1979-80

Treasurership, administrative and book-keeping responsibilities in the adult education management;
Turn-over in 1979: \$900,000.

EXPERTISE

Francois Victor Tochon was and is an expert for several research councils (e.g. Quebec Council for Social Sciences [CQRS, Canada]; Quebec Research Support Fund [FCAR, Canada], Social Sciences and Humanities Research Council [SSHRC, Canada]; Office of Educational Research and Improvement [OERI, USA]; Field-Initiated Studies Education Research Grant Program [FIS, USA]. He has been hired as a consultant by international institutes (e.g. Tübitak, National Council for Research and Technology, Turkey), and national ministries (e.g. U.S. Department of Education; Ministry of Education [France], Ministry of Family [Quebec]). He is on the advisory board of various graduate programs (Master's program in Applied Linguistics, UMass-Boston; Ph.D. in Applied Linguistics, UMass-Boston), University Departments (CEUS, Department of Central Eurasian Studies) and Research Centers (CeCAR, Indiana-Bloomington).

2013: External expert reviewer for promotion to Full Professorship (Washington University St. Louis).

2010-2014 : External advisor of the Department of Central Eurasian Studies, CeCAR research Center and the Turkish Flagship program at Indiana University-Bloomington.

2010-2012 : External advisor of the Department of Applied Linguistics for the Master's and Ph.D. programs, University of Massachusetts-Boston.

2009: External expert reviewer for promotion to Full Professorship (Vanderbilt University).

2004-2005: External expert reviewer for promotion of Associate Professor (Université de Montréal, Québec).

1999-2002 President of the Special Interest Group (SIG) in Semiotics and Education at the American Educational Research Association (AERA).

2001: External expert reviewer for promotions of Associate Professor Jamie-Lynn Magnusson (OISE/University of Toronto, Ontario), and Professor Howard Smith (Queen's University, Ontario).

2000: External expert reviewer for promotions of Associate Professor Nancy Stockall, University of Arkansas, and Professor Linda Rogers, Kent State University. Reading and feedback on the manuscript of Bernadette

Baker, 70-page chapter on Jean-Jacques Rousseau, in progress for a Peter Lang publication in 2001.

2007 - Editor of the International Journal of Applied Semiotics.

2001 - Co-Editor of the International Journal of Applied Semiotics.

1997-2000 Co-Editor of the Revue canadienne d'enseignement supérieur / The Canadian Journal of Higher Education.

1994-1997, Co-Editor of the Cahiers de la Recherche en Éducation.

Reviewer for the Journals

Arts and Learning Research Journal;	International Journal of Education and the Arts;
Critical Inquiry in Language Studies;	Mesure et évaluation en éducation;
Cahiers de la recherche en éducation;	Modern Language Journal;
Carrefours de l'Éducation;	Revue canadienne de la recherche en petite enfance;
Educational Researcher;	Revue canadienne de l'éducation;
Foreign Language Annals;	Revue française de pédagogie;
Íkala, revista de lenguaje y cultura;	Revue franco-canadienne de l'Ouest;
Instructional Science;	Revue des sciences de l'éducation;
International Journal of Educational Policies (IJEP);	Revue STAPS;
International Journal for Qualitative Studies in Education;	Teaching and Teacher Education;
International Journal of Applied Semiotics;	TESOL Quarterly;
	Theory and Psychology.

Dissertation Advisor (Ph.D.): current primary advisor of 19 WLE Ph.D. students + 4 SLA Ph.D. students

Pettit, Lindsay (2015 -). Technology & language learner autonomy. Ph.D. in World Language Education. University of Wisconsin-Madison, Department of Curriculum & Instruction.

Chi, Yao-Kai (2014-). A conversation between form and content: The application of Multiliteracies pedagogy in Turkish teaching. Ph.D. in World Language Education. University of Wisconsin-Madison, Department of Curriculum & Instruction.

Lopes, Jacqueline (2013-). A study on how teachers of English language learners (ELLs) use reflective practice to advance their instructional practice through a professional development program to increase students' academic literacy and language acquisition . Ph.D. in World Language Education. University of Wisconsin-Madison, Department of Curriculum & Instruction.

Oberstadt, Mega (2013-). Ph.D. in World Language Education. University of Wisconsin-Madison, Department of Curriculum & Instruction.

Djuraeva, Madina (2012 -). Multilingual practices and identity negotiations of university level students in post-Soviet countries. Ph.D. in World Language Education. University of Wisconsin-Madison, Department of Curriculum & Instruction. Preliminary examinations passed in Summer of 2014.

Wakana, Tomoko (2012 -). Symbolic Interactionist Approach to Language Use, Interactions, and Identity Development during Study Abroad. Ph.D. in World Language Education. University of Wisconsin-Madison, Department of Curriculum & Instruction. Preliminary examinations passed in Summer of 2014.

Zuidema, Mary (2012 -). Understanding Cultural Consciousness through Performed Ethnography. Ph.D. in World Language Education. University of Wisconsin-Madison, Department of Curriculum & Instruction. Preliminary examinations passed in Summer of 2014.

Xue, Bai (2012 -). Ph.D. in World Language Education. University of Wisconsin-Madison, Department of Curriculum & Instruction. Preliminary examinations passed in Summer of 2014.

Sang, Yuan (Shelly) (2012-). Intercultural Rhetoric and Informal Learning in Second Language Academic Writing Practice: The Cases of Chinese International Students in U.S.A Higher Education. Ph.D. in World Language Education. University of Wisconsin-Madison, Department of Curriculum & Instruction. Preliminary examinations passed in Summer of 2014.

Busciglio, Daniela (2012-). Not Covering, But Discovering: Agency and Shared Autonomy in Deep Project-Based Language Learning. Ph.D. in World Language Education. University of Wisconsin-Madison, Department of Curriculum & Instruction. Preliminary examinations passed in Summer of 2014.

Harrison, Kristine (2011-). Curriculum As Indigenous Language Education Policy and Teachers As Policymakers In Borinquen (Puerto Rico). Ph.D. in World Language Education. University of Wisconsin-Madison, Department of Curriculum & Instruction. Preliminary examinations passed in January of 2014.

- Madden, Paul (2012 -). Challenging linguistic imperialism: Irish Gaelic revival through heritage-language immersion schools. Ph.D. in Second Language Acquisition (SLA). University of Wisconsin-Madison, Department of English. Preliminary examinations passed in August of 2014.
- Gray, Jennifer (2012 -). Becoming an International Teaching Assistant. Ph.D. in Second Language Acquisition (SLA). University of Wisconsin-Madison, Department of French & Italian. Preliminary examinations passed in August of 2014.
- Chuang, Ya-Ju (2011 -). Ph.D. in Second Language Acquisition (SLA). University of Wisconsin-Madison, Department of English. Preliminary examinations passed in August of 2014.
- Sicard, Mary Alice (2012-). First Language Acquisition in Autism examined as Second Language Acquisition. Ph.D. in World Language Education (WLE). University of Wisconsin-Madison, Department of Curriculum & Instruction.
- Allred, Michael (2011-). Examining Culture in Lived Experience: Autoethnography for Holistic Approaches in World Language Education. Ph.D. in World Language Education (WLE). University of Wisconsin-Madison, Department of Curriculum & Instruction. Preliminary examinations passed in January of 2014.
- Hagedorn, Jan (2011-). Pre-service world language teachers' reflection on classroom language use: An application of video study groups focused on language. Ph.D. in World Language Education (WLE). University of Wisconsin-Madison, Department of Curriculum & Instruction. Preliminary examinations passed in April of 2014.
- Schomaker, Sunny Gail (2010-). An Ethnomethodological Study of and English/Arabic Bilingual Classroom. Ph.D. in World Language Education (WLE). University of Wisconsin-Madison, Department of Curriculum & Instruction.
- Zheltoukhova, Snezhana (2010-). Russian Flagship Tutoring: Beliefs of Students and Tutors and Their Organizational Representation in Classroom Interaction. Ph.D. in Second Language Acquisition (SLA). University of Wisconsin-Madison, Slavic Department.
- Tu, I-Ju (2010-). A Discourse Analysis Of World Language Writing. Ph.D. in World Language Education (WLE). University of Wisconsin-Madison, Department of Curriculum & Instruction.
- Lopez, Ligia (2009-2011). International Language Policies and Human Rights in Early Elementary Bilingual Schools. University of Wisconsin-Madison, Department of Curriculum & Instruction.
- Tunc, Yasin (2009- 2011). Westernization and Changes in the Role and Definition of Schooling from Ottoman Times to Modern Times in Turkey. University of Wisconsin-Madison, Department of Curriculum & Instruction.
- Mont de Oca, Blake (2008- 2010). Second Life for World Languages. University of Wisconsin-Madison, Department of Curriculum & Instruction.
- Kingsbury, Kelly (2007-2013). A Phenomenological Investigation of Participation in Target-Language Theatre by Undergraduates in a Mixed-Level Course. Ph.D. in World Language Education (WLE). University of Wisconsin-Madison, Department of Curriculum & Instruction. Prelims passed Spring 2009.
- Lewandowski, Gina (2006-). Changing the French L2 Curriculum through the Deep Approach. Ph.D. in World Language Education (WLE). University of Wisconsin-Madison, Department of Curriculum & Instruction.
- Molle, Daniella (2005-2010). Voice and learning: the relationship between professional community and ESL teacher learning. University of Wisconsin-Madison, Department of Curriculum & Instruction. Prelims passed in December 2007; awarded May 2010. Now researcher at the Wisconsin Center for Education Research.
- Liao, Yi-Hung (Cathy) (2004-2010). Hard of Hearing Students' Foreign Language Learning Experiences: A Foucaultian Genealogy Study. Ph.D. in World Language Education (WLE). University of Wisconsin-Madison, Department of Curriculum & Instruction. Awarded May of 2010.
- Miranda, Elizabeth (2003-2013). A Critical Analysis of the Chilean Reform to Introduce English in 6-12 Curricula. Ph.D. in World Language Education (WLE). University of Wisconsin-Madison, Department of Curriculum & Instruction.
- Serpil, Harun (2002-). Demystifying Language Teachers' Cultural Diversity Knowledge And Beliefs Through Deep Approach. Ph.D. in World Language Education (WLE). University of Wisconsin-Madison, Department of Curriculum & Instruction.
- Azocar, A. (2002-2011). From Researching Others to Researching the Self: An Autoethnography of Early Spanish Education using Poststructuralist Storytelling. Unpublished dissertation, University of Wisconsin-Madison, School of Education, World Language Education, Department of Curriculum and Instruction. Ph.D. in World Language Education (WLE). Now assistant professor at the University of South Alabama.
- Black, Nathan J. (2002-2012). Peer Video Feedback to Support Technology Use by Pre-Service Student Teachers in World Language Education with a Bakhtinian perspective. Unpublished dissertation,

University of Wisconsin-Madison, School of Education, World Language Education, Department of Curriculum and Instruction. Ph.D. in World Language Education (WLE). Defense awarded July 20, 2012.

- Lee, Hyun Joo (2006 - 2009). Internet-mediated Videoconferencing for the Development of Intercultural Communicative Communication in L2 Education. University of Wisconsin-Madison, Department of Curriculum & Instruction. Ph.D. in World Language Education (WLE). Defense awarded Dec 18, 2008. Now Assistant Professor at Kyungpook National University, Seoul, Korea.
- Park, Hyu-Yong (2004-2008). Language integration of Korean Children in Early Childhood. University of Wisconsin-Madison, Department of Curriculum & Instruction. Defense awarded January 2008. Now Assistant Professor at Sungshin Women's University, Seoul, Korea.
- Karaman, A. Cendel (2004-2008). *Conceptualizing International field experiences in teacher education with a systems approach: The interplay of worldviews and episodes with connections to the domains of the intercultural and professional*. University of Wisconsin-Madison, Department of Curriculum & Instruction. Ph.D. in World Language Education (WLE). Defense awarded January 2008. Now Assistant Professor at Middle East Technical University, Ankara, Turkey.
- Ahn, Hyo-Kyung (2001-2007). Use of Visuals to Teach Culture in World Language in-service Teaching (across languages) within a constructivist, Piagetian perspective. University of Wisconsin-Madison, Department of Curriculum & Instruction. Ph.D. in World Language Education (WLE). Dissertation from January 2004. Defense in Summer 2007. Now assistant professor of French Education at Seoul Women's University, South Korea.
- Shieh, Weniuh (2005-2006). Educational Technology, World Languages and Cultures. University of Wisconsin-Madison, Department of Curriculum & Instruction. Ph.D. in World Language Education (WLE). Now assistant professor at MUST, Taiwan.
- Yang, Wan-Li (2004-2006). Use of E-Mails in WLE. University of Wisconsin-Madison, Department of Curriculum & Instruction.
- Raizler, Sabine (2001-2002). Sociocultural Representations and Practices in ESL/EFL: How Teachers' Choices and Cultural Models Shape Students' Understanding of the Target Language and Culture(s). University of Wisconsin-Madison, Department of Curriculum & Instruction.
- Joyal, France (1998-2002). Video Feed-Back and Reflective Education. University of Sherbrooke, Quebec. Comprehensive exam awarded November 1999; research project accepted December 1999.
- Gwyn-Paquette, Caroline (1997-2002). Mentor, Cooperating Teacher, and Student Teachers Relationships in Cooperative Learning. University of Sherbrooke, Quebec. Comprehensive exam awarded July 1999; research project accepted August 1999. PhD Defense planned for March 2002.
- Patriciu, Sabina (1996-2001). Welcoming Immigrant Students in the Classroom: Reflections on the Bilingual Issue. University of Sherbrooke, Thematic Ph.D. Program on the Theory/Practice Relationship in Education. Comprehensive exam awarded in April 1998. PhD Defense awarded in October 2001.
- Rouillard, Yvon (1995-1998). Reflective Conversations in the Cultural Integration of Foreign Students: A Tutorial Action Model for Higher Education. Comprehensive exam awarded in April 1997.
- Miron, Jean-Marie (1996-1998). The Reflective Education of Day Care Teachers Supporting Parents in Low-Income Settings. Doctoral Research Thesis Project. With co-direction at the University of Paris X Nanterre, with Prof. Paul Durning.
- Nguyen Thi Cuc, Phuong (1994-1998). Impacts of Concept Mapping in Interpreting Expository Discourse from French to Vietnamese. University of Montreal, Ph.D. in Educational Psychology.

Master Theses Supervisions (M.A. in Ed. Sc.)

*Thesis awarded by the Minister of Education (Excellency Award)

Currently supervising 7 Master's students

MS in C&I: Brian Kingfisher (2013-), Berta Armacanqui (C&I and ELPA, 2002-2011), Shafian Ishak (2010-2012), Heather Lawnicki (2009-2012), Anya Nesterchouk (2010-2012), Nayhun Park (2010-2012), Kashika Singh (2011-2012).

Finished Master's theses (students who have graduated): 45

M.S. in C&I: Ezra Ozen-Alagoz (2005-2007); Martha Ketterman (2004-2007); Noelle Seelen (2006-2007); Elizabeth Grubb (2006-2007); Christy Hintz (2004-2007); Suzanne Holmann (2004-2006); Edna Feldman-Schultz (2001-2004), Gloria Carter (2000-2004) (codirection with Prof. James), Trisha Elliott (2001-2005). Takanobu Tsuji (2003-2005), Suzanne Holmann (2004-2006), Barbara Winger-Rourke

(2002-2008), I-Ju Tu (2008-2009), Matthew Belknap (2008-2010), Wei-Ting Chang (2008-2010), Wendy Weber (2007- 2010).

MA French and Education: Faye Benishek (2001-2002).

MA Spanish and Education: Elaine R. Martin (2004-2007), Lisa Ballweg (2005-2007).

MA Professional French Masters: Robert Mohar (2004-2006), Khou Thor (2004-2007), Evelyn Dorman (2001-2002) , Naomi Ziegler (2002-2004), Meagan Alauing (2002-2004), Jessica Ricky (2002- 2004), Jessica Engels (2002-2003), Robert Mohar (2002-2006), Lynn Dosch (2002-2007), Gail Burant (2002-2007), Julia Grawemeyer (2006-2008); Sunny Schomaker (2007-2010).

Mercier, D. (1991-1994). L'implantation de la perspective interculturelle dans trois programmes de formation des maîtres (Implementing Crosscultural Perspectives in Teacher Education). Coadvisor: F. Ouellet. M.A.-research Program. Sherbrooke, QC: Université de Sherbrooke, Faculté d'éducation.

Nguyen Thi Cuc, Ph. (1992-1994). L'effet des cartes de concepts dans l'interprétation d'un discours informatif (Effects of Concept Mapping in Interpreting Expository Discourse). M.A.-research Program.

*Gravel, S. (1993-1995). La réflexion des éducatrices novices en garderie: la comprendre pour mieux la guider (The Reflection of Novice Daycare Teachers: Understanding it for a Better Guidance). M.A.-research in Educational Sciences, Thesis awarded by June 1995.

*Tremblay, J. (1993-1995). Le développement des compétences dans le microenseignement adapté à la formation des éducatrices en garderie (Adapting Microteaching to the Development of Competencies in Daycare Teaching). M.A.-Research in Educational Sciences Thesis awarded by June 1995.

Boivin, M. (1993-1995). Le journal de bord dans la formation en soins infirmiers par une approche réflexive (Journal Keeping Practice in Reflective Health Care Education). M. A. -Research Thesis in Educational Sciences awarded by June 1995.

Dallaire, C. (1993-1995). La planification d'un cours Communication en Soins infirmiers: avis d'expertes (Planning a Communication Course in Health Care: Expert Advices). M. Ed. Thesis awarded by June 1995.

Champagne, N. (1993-1995). La motivation professionnelle dans la pensée des enseignantes expérimentées des soins infirmiers au collégial (Professional Motivation in Health Care Teacher Thinking). M. Ed. Thesis awarded by June 1995.

Barry, N. F. (1992-1995). Une approche réflexive de vidéoformation avec des enseignants professionnels guinéens en perfectionnement (A Reflective Approach in Videoeducation with Professional Teachers in Further Education). M.A.-research Program.

Miron, J. M. (1994-1996). La pensée des éducatrices expertes en recherche-formation-action (Expert Daycare Teachers' Thinking in Action-Research-Education). M. A. - Research Thesis Project.

Troini, R. (1995-1996). Health Care Education From Dependency to Autonomy: Bridging the gap Through Patient Empowerment. M. A. Research Thesis project.

Saint-Pierre, M. (1994-1997). Modèles personnels de la réalité télévisuelle et représentations professionnelles de l'acte de communication (Personal Models of TV reality and Representations of the Communicative Action). M.A.-research Program.

Hill-Paterson, Marion (1995-1997). Parent-Educator Partnerships in Infant-Toddler Group Setting. Mémoire en sciences de l'éducation-recherche. M.A.-research Program.

Shankman, Ray (1995-1998). Teaching as Healing - Conversations with Remarkable Teachers : An Exploration of Transformative Teaching. M.A.-research Program.

Nguyen, Diep Ph. (1995-1998). La théorie du sens dans le passage du français au vietnamien. Mémoire de maîtrise en sciences de l'éducation. Université de Sherbrooke.

Lavoie, D. (1994-1998). Le développement de la compétence communicative en reportage télévisé et son aspect esthétique: analyse de représentations d'experts (Developing Communicative and Aesthetic Competence in TV Reports: Expert Representations). M.A.-research Program.

Prum, Rithi (1998-2000). Classroom Management and Cooperation in FSL cA Study with Video Fedd-back. University of Sherbrooke. M.A.-research Program.

Postdoctoral dissertation Juries (Ability to Supervise Research in European Universities)

Alin, C. (1999, December). Analyse des pratiques et formation: une approche ethnoarchéologique (The analysis of practice: An ethnoarchaeological approach in the ligne of Foucauld). UFR STAPS of the University of Antilles and Guyane. Pointe-à-Pitre, Guadalupe. Other members of the pannel: Jacques Courcil (Antilles-Guyane), Marc Durand (Montpellier), Yvon Leziart (Rennes 2), Bruno Ollivier (Antilles-Guyane).

Doctoral dissertation Juries (20 current committees)

- Dargent, Anne (2010-). Research Advisor: Sally Magnan, FRIT, University of Wisconsin, Madison.
- Kim, Sphoon (2009-). Research Advisor: Michael Thomas, University of Wisconsin, Madison.
- Zao, Weili (2009-). Research Advisor: Thomas Popkewitz, University of Wisconsin, Madison.
- Walker, Erica (2009-). Research Advisor: Carl Grant, University of Wisconsin, Madison.
- Hernando-Lloren, Bélen (2009-). Research Advisor: Maggie Hawkins, University of Wisconsin, Madison.
- Babcock, Jay (2009). Research Advisor: Mariana Pacheco, University of Wisconsin, Madison.
- Kemp, Jason (2009). Research Advisor: Mariana Pacheco, University of Wisconsin, Madison.
- Usma, Jaime (2008-). Research Advisor: Ken Zeichner, University of Wisconsin/Washington, Madison/Seattle.
- Sierra Piedrahita, Ana Maria (2008-). Research Advisor: Ken Zeichner, University of Wisconsin/Washington, Madison/Seattle.
- Corona, James (2007-). Research Advisor: Carl Grant, University of Wisconsin, Madison.
- Cheng, Chao Ling (2007-). Research Advisor: Marianne Bloch, University of Wisconsin, Madison.
- Hightower, Markus (2006, August). Research Advisor: Michael Apple, University of Wisconsin, Madison.
- Cheng, Yin-Kun (2005, May). Research Advisor: Michael Apple, University of Wisconsin, Madison.
- McDonald, Eileen (2001-2002). Learning Francophone Sub-Saharan African literature by using a “3R” model, as opposed to “explication de texte”. Research Advisor: Sally Magnan, Dept of French & Italian, University of Wisconsin, Madison.
- Travers, Kathleen (2000, August). Exploring the development of teacher identity: a study of prospective teachers learning to teach. Research Advisor: Ken Zeichner. University of Wisconsin, Madison.
- Fillion-Lacotte, Jacqueline (1999, March). Hermès en Didaxie: l'apport des sciences de la communication à la conception et à la mise en oeuvre de la formation initiale des enseignants (Hermes in Didactics. Impacts of Communication Sciences in the Conception and Setting of Preservice Teacher Education). Research director: Bernard Lamizet, University of Avignon. Avignon, France, March 26, 1999.
- Carole St-Jarre (1997, April). L'étude du rapport au temps chez les enseignantes et les enseignants à l'ordre du système d'éducation du Québec. Une analyse du décalage établi entre le temps tel que prescrit par l'institution et le temps tel que vécu par elles et eux (Studying time for Quebec teachers: A gap between time as prescribed and time as lived). Codirection: Louise Dupuy-Walker et Nadine Bednarz. Université du Québec à Montréal (UQAM). April 24, 1997.
- Riff, J. (1994, February). «La planification comme stratégie d'adaptation aux contraintes de la tâche chez l'enseignant d'EPS (Planning as an Adaptation Strategy to Teaching Task Constraints». Director: Marc Durand. University of Montpellier I, UFR STAPS, France. February 1994.
- Gioux, A.-M. (1993, November). «Projets d'école et représentations du champ d'action chez les enseignants (School Projects and Field Representations among Teachers». Director: Marc Bru. University of Toulouse-le-Mirail, UFR Éducation Formation, France. Novembre 1993.

Master Theses Juries

- Chia-Wen Hsieh (2006, Dec.). *English Education in Local Schools: A Case Study in Matsu, Taiwan*. Advisor: Mimi Bloch, C&I Department, UW-Madison.
- Krauthammer-Maloney, Amy (2001). Building an Inclusive Community. Advisor: Alice Udvari-Solner, UW-Madison.
- Choi, Jung Euen (2001). Blending oil into water. Making the Invisible Visible; and Giving a Voice to the Silenced Advisor: Maggie Hawkins, UW-Madison.
- Sylvie Bessette (1998). La cohabitation des jeunes et des adultes à l'enseignement collégial régulier: des pratiques pédagogiques avec ces groupes (Young and Adult Cohabitation in Regular College Teaching: About Pedagogical Practices with these Groups). Direction: Pierre Paillé. Université de Sherbrooke, Faculté d'éducation.
- Marie-Louise Guillemette (1997). Vers une approche vivante du matériel en expression et en éducation plastiques (Toward a living approach of the material in arts education and esthetics). Essai de maîtrise en enseignement. Direction: Pierre Gosselin. Université de Sherbrooke, Faculté d'éducation.
- Rebecca Dyck (1997). Use of think-aloud in teaching physical assessment to nursing students. Mémoire de maîtrise. Direction: Louis-Marie Ouellette. Université de Sherbrooke, Faculté d'éducation, PERFORMA.
- Francine Trudeau (1997). Perceptions of anxiety-provoking situations in the clinical setting among third year dental hygiene students and possible anxiety-reducing interventions. Mémoire de maîtrise. Codirection: France Jutras et Cécile Lambert. Université de Sherbrooke, Faculté d'éducation, PERFORMA.
- Anne-Marie Cambron. «Analyse de raisonnements d'ordre linguistique émis par des étudiants de collège et d'université lors de la résolution d'accords de nombre et de personne en français écrit». M.A. -Research

Thesis Project. Advisor: Gérard-Raymond Roy. University of Sherbrooke, Faculty of Education.
 Monique Camirand. «Représentation de la pratique de planification interdisciplinaire intégrant les arts chez des enseignants et des enseignantes du primaire». M. A.- Research Thesis Project. Advisor: Louise de Broin. University of Sherbrooke, Faculty of Education.

Associations

AERA	American Educational Research Association (Division C, K, & SIGs Semiotics & Second Language Research).
SSA	Semiotic Society of America
AATF	American Association of Teachers of French
ACTFL	American Council for the Teaching of Foreign Languages
ISLS	International Society for Language Studies
WAFLT	Wisconsin Association of Foreign Language Teachers
APAMALL	Asia-Pacific Association for Multimedia-Assisted Language Learning
NCOLCTL	National Council for Less-Commonly-Taught Languages

International Consulting

Working in a Department consistently ranked Number 1 of its specialty in the U.S. since 2000, and a University ranked #19 in the Shanghai World rankings, invitations for international consulting pop up every year. Here are a few actions that lead to major reforms:

1994: Hanoi National University, College of Foreign Languages, Vietnam, advising on foreign language programs for the Association Canadienne des Professeurs d'Université (ACPU).

1994-1999 and 2014: Reform of Daycare Services in Quebec, consulting with regional networks, daycare teachers and parents in low-income, bilingual settings, on the school-parent relations. This led to a 1994-1996 grant from the Quebec Council for Social Research and to a reform implemented by the Quebec Ministry of Family. A re-evaluation is planned for 2014. Reference: Jean-Marie Miron, Jean-Marie_Miron@uqtr.ca

1997: IUFM Bretagne, Audit of teacher training and creation of a new training system based on reflective workshops. Consulting of teacher educators in the 5 sites of the Brittany Academia: Rennes, St-Brieuc, Quimper, Brest, Vannes. The change had an impact on around 800 student teachers each year. The proposed dispositive is still in place, as it was particularly successful. Reference: the IUFM direction has changed, however a report has been published and is available on demand.

Dec. 2007, Board of Directors of France Teacher Education (CD-IUFM). Consulting at the Board of Educational Technologies of CDIUFM in Paris, France, on electronic portfolio systems and ways of organizing teacher training from this perspective in France. Recommendations have been implemented in various IUFMs. Reference: the CDIUFM director was Gilles Baillat, now Rector of the University of Reims: gilles.baillat@reims.iufm.fr

Jan. 2008: CRIS Research Laboratory, University of Lyon 1, consulting on teacher professional development. Reference: Christian Alin, christian.alin@orange.fr

June 2008: IUFM Martinique, Audit of teacher training, interviews of 40 teacher educators and 40 students to help create a new training system. Reference: Associate Director Catherine Maurice, catherine.maurice@iufm-martinique.fr

Feb.-May 2008: Yildiz Technical University, Istanbul, Audit of teacher training in Educational Technologies and English Language Teaching and Foreign Languages, and institutional learning innovation leadership. Reference: Celile E. Ökten, cagit@yildiz.edu.tr or Dean Münire Erden, erden@yildiz.edu.tr

2010: Erasmus Mundusfor, Reims – Granada – Oslo – Porto: Fellowship to address issues related to qualitative research training in the Masters degree. Reference: Daniel Niclot, niclot.d@wanadoo.fr

2010— : Member of *Labosfor Consulting*, an international consulting firm in partnership with the Campus of Excellence and the School of Education of the University of Granada: Reference: José Gijón Puerta, josegp@ugr.es

2013: Shanghai International Studies University/Municipality of Shanghai Center – Organizing of a Colloquium on Appropriate Strategies for Language Education Policy with international guests on this topic. Reference: Qi SHEN, shenqi928@hotmail.com

Awards

- 2016 Honorary Doctorate, APAMALL, Kaohsiung, Taiwan, decision December 2015, given May 2016.
- 2015 Eminent Scholar Award, University of Southern Queensland, Australia, September 2015
- 2015 Excellence in Diversity Award, University of Wisconsin-Madison, School of Education.
- 2015 International Scholar Award, Shanghai Normal University, March 2015
- 2015 Honorary Professor Award (higher award than Honorary Doctorate) and Life Appointment for outstanding Academic Achievements, Henan University of Technology (HAUT), China, April 2015
- 2015 Award of the 1% Most Viewed profile on Academia.com
- 2014 Award of the 2% Most Viewed profile on Academia.com
- 2013-2014 Medal of the International Council Chairman of the Lions Clubs International, Illinois, USA, for high contribution to Academic Affairs and Humanity.
- 2013-2014 Medal of the Council Chairperson of the Lions Club International in Taiwan, ROC for high contribution to Academic Affairs and Humanity.
- 2013, Shanghai Seminar Award, China Initiative, UW-Madison. \$12,000
- 2012, Award of International Excellence for outstanding research, the equivalent of an honorary doctorate from the University of Granada, university ranked second best in Spain. 6,000 euros.
- 2012, Award of the 1% Most Visited Profiles on LinkedIn
- 2010, AERA Award for the Best Review of Educational Research published in year 2009 for the article "The Key To Global Understanding: World Languages Education. Why Schools Need to Adapt." *Review of Educational Research*. 79(2)
- 1993-2010 numerous awards listed under grants.
- 1993, Award for Teaching Excellence from the Union of Professors of the University of Sherbrooke.
- 1993, Medail of Honor given by the Academic Vice-Provost of the Universidad Inca Garcilaso de la Vega, Lima, Peru. This medail honors a professor and a researcher of high-standing whose studies have had a significant impact for the comprehension of natural or social phenomenons on the theoretical, technological as well as methodological levels (Medail awarded on June 21, 1993), the equivalent of an honorary doctorate.
- 1993, Host of Honour Certificate (Huésped de Honor) awarded by the Universidad Nacional de Rio Cuarto (Cordoba), Argentina. This professional distinction was conferred by the Academic Vice-Provost and the General Secretary of the University according to the Official Resolution no 442 of the University Council. This title of "Professor Honorario" is the equivalent of an honorary doctorate, by the National University of Ro Cuarto, Cordoba, in Argentina.
- 1986, Geneva City Award for an Exhibition of 77 poems on posters in Geneva streets. 2 500 SFr.
- 1986, Posters General Society Award for the Exhibition of 77 poems on posters in Geneva streets. 1 500 SFr.
- 1986, Guinness Award for the biggest Peace Poem (world record, European Guinness Book). Guinness Certificate.
- 1985, Geneva City Award for a Poetry Exhibition. 3 500 SFr.
- 1981, First Price of Excellency in Literature, with Honors, from the Switzerland Civic Society, Solothurm, 2 000 SFr.
- 1980, Graduation with high honors, Université de Neuchâtel, Suisse, October.

Media events

- 2001 - Prof. Tochon has been awarded the title of "Professor Honarario", the equivalent of an honorary doctorate, by the National University of Ro Cuarto, Cordoba, in Argentina.
- August 5, 2000 - TV Channel 4, Madison (WI): Interview related to the book "Video Study Groups" (Atwood).
- May 14, 1996 - TV, France 3d Channel: Interview related to the education of the pedagogical mentors. Invited lecturer. Convention of the French Pedagogical Mentors (ANCP). Beaune, France.
- 13 mai 1996 - Community TV from the Amiante region (TVCRA). "Parents-Soleils", An Intervention Project in Day Care Services. Interview on the CQRS Project "Parents responsables".
- December 17, 1995 TV, France 5th Channel: Entretiens Nathan, Grand Amphitheater of the Sorbonne, University of Paris I.
- February 18, 1994 TV, News of The Guadalupa Island, French Antilles; Interview 7:30 pm.
- July 3, 1993 Free Radio FM libre 105.5 - Interview by Daniel Provens "Buenas Razones" - Calidad de vida, Educacion, Adolescencia, Ecologia. Rio Cuarto (Cordoba), Argentina.
- July 3, 1993 Radio LV 16: Interview by Susana Rocha. "Educacion y Lengua francesa." Rio Cuarto (Cordoba), Argentina.
- July 3, 1993 Flash on Cordoba TV News. Chanel 13. Presentation of the Introductory Lecture to the Postgraduate Course "La Planificacion Cognitiva de la Ensenanza de la Lengua". Cordoba, Argentina.

July 3, 1993 - University TV News. Chanel 10 (State). Ceremony of Award by the Academic Vice-Provost of the Universidad Nacional de Rio Cuarto. Rio Cuarto (Cordoba), Argentina.

July 6, 1993 Radio FM de Entre Rios - Interview by Jolanda Darrieux. "Formacion de los docentes y las Lenguas". Parana (Entre Rios), Argentina.

APPENDIX

UW-MADISON COURSE EVALUATIONS BETWEEN 2000 AND 2013 (Max. 5)

Fall 2013 – C&I 764 Globalization and Linguistic Human Rights. 4.83 (max is 5); sample size = 20

1. Overall quality of teaching in this class:	4.70
2. Course evaluation compared to other university courses	4.80
3. Evaluation of the instructor compared to other instructors	4.85
4. Scholarly and professional knowledge	5.00
5. Class planning and organizing	4.50
6. Interpersonal and professional skills	4.95
7. Knowledge and applied skills in Education	4.95
8. Quality as an undergraduate advisor	4.90

Comments from students:

Student 1: Great consideration in time and who still has to present. A lot of great resources provided for optimal learning.

Student 2: Outstanding professor and advisor.

Student 3: The online aspect was cooler than I would have originally thought.

Student 4: He is always very helpful. :)

Student 5: Meets students' need, multiple intelligences. (Knowledge:) Various countries and levels.

Student 6: I would have liked more professor lecture and fewer (better) student presentations. Eye-opening but too broad with too many readings/week. Very knowledgeable but difficult to follow sometimes. I appreciated focus on quality.

Student 7: I love the structure of each class. All students were involved by presentations. Wherever there is a topic, he always can give elaboration and extension, which are very helpful. International students in the class can often talk about their countries' situations and their own experiences. He is an experienced teacher and always gives helpful advices in international background.

Fall 2013 – C&I 343 6-12 Methods for Teaching World Languages. 4.53 (max is 5); sample size = 9

9. Overall quality of teaching in this class:	4.44
10. Course evaluation compared to other university courses	4.11
11. Evaluation of the instructor compared to other instructors	4.67
12. Scholarly and professional knowledge	4.89
13. Class planning and organizing	4.22
14. Interpersonal and professional skills	4.89
15. Knowledge and applied skills in Education	4.78
16. Quality as an undergraduate advisor	4.33

Comments from students:

Student 1: Amazing! Francois has been so helpful and has provoked conversations that I've been unable to have in other courses. Awesome!

Student 2: I really enjoyed his instruction! Caring, understanding each kids.

Student 3: Great & consistant email interaction with us. Much appreciated. I enjoy the overall, free, discussion based structure of our course.

Summer 2013 – C&I 743 New Technologies for Deep Language Learning. 4.72 (max is 5); sample = 4

1. Overall quality of teaching in this class:	4.50
2. Course evaluation compared to other university courses	4.50
3. Evaluation of the instructor compared to other instructors	4.75

4. Scholarly and professional knowledge	5.00
5. Class planning and organizing	4.00
6. Interpersonal and professional skills	5.00
7. Knowledge and applied skills in Education	5.00
8. Quality as an undergraduate advisor	5.00

Comments from students:

Student 1: Great! Very prompt about responding to emails. Always helpful!

Student 2: I really enjoyed when the professor spoke & presented to the class. He was very informative and spoke about fascinating topics! Much higher level of knowing, reading, video & conversation. So knowledgeable! Thank you! Francois was always able to expand on any topic that was brought up, even if it was off topic. I would have enjoyed a bit more formal presenting in class. Dr. Tochon had great things to say and was very prepared, but when other people presented it was sometimes a waste of time. Dr. Tochon was able to bring everything together for use in the classroom! Very applicable!

Spring 2013 – C&I 964 Seminar in World Language Education. 4.79 (max is 5); sample size = 17

1. Overall quality of teaching in this class:	4.76
2. Course evaluation compared to other university courses	4.59
3. Evaluation of the instructor compared to other instructors	4.76
4. Scholarly and professional knowledge	4.88
5. Class planning and organizing	4.63
6. Interpersonal and professional skills	5.00
7. Knowledge and applied skills in Education	4.88
8. Quality as an undergraduate advisor	4.92

Comments from students:

Student 1: I loved it! One of the best ever! Professor Tochon is one of the most brilliant professors I have ever had the honor to take a course with. He is top in the field! Francois always knows best how to interact with students! I couldn't ask for a better advisor!

Student 2: So useful for my research! Really opened up to a lot of ideas for me! WONDERFUL! I love Francois! He is the walking encyclopedia! It's incredible how much he knows! Francois is the sweetest, most peaceful person to engage with! Francois always has answers & suggestions that are super helpful!

Student 3: Wonderful structure for each student to develop individual research projects.

Student 4: I have not come across a more insightful Professor ever. He is filled with knowledge and is always sharing it. Really beautiful. Tochon is so flexible and respectful of students' individual processes of learning.

Student 5: He is very smart, he's very nice.

Student 6: I like how he explains research processes. He touches on specific details that many students find extremely useful. He is friendly and this makes it easier to relate with him about my work. He is so knowledgeable about every aspect of the field. He has a way of relating his knowledge to our individual research work.

Student 7: Excellent & engaging! Very well-versed! Always willing to meet with students.

Student 8: A lot of useful knowledge. :) Personally, I enjoyed this class (and like Francois) much more than classes I took at an Ivy League College as a Master's student.

Fall 2012 – C&I 975 Applied Semiotics for Deep Education. 4.86 (max is 5); sample size = 20

9. Overall quality of teaching in this class:	4.75
10. Course evaluation compared to other university courses	4.75
11. Evaluation of the instructor compared to other instructors	4.95
12. Scholarly and professional knowledge	5.00

13. Class planning and organizing	4.70
14. Interpersonal and professional skills	5.00
15. Knowledge and applied skills in Education	4.85
16. Quality as a graduate advisor	4.89

Comments from students:

Student 1: Well planned and informative, great discussion! He always had time to meet and answer questions. Expert, very friendly and helpful. Great educator! Always willing to help and has great insights!

Student 2: Thank you!

Student 3: Extensive knowledge.

Student 4: I would like more talk about the articles & a bit more lecturing from Francois. Wonderful interpersonal skills! Francois knows everything – best advisor ever!!!!

Student 5: Very extensive knowledge. Also, amazing ability to create community among students for optimal class experience.

Student 6: My favorite professor.

Student 7: This is the best course I have ever taken. This course stands out in content and performance far above any other course work. Professor Tochon is amazing in his knowledge, respect for others, and in the way he teaches. Professor Tochon is unique in what he teaches – no one else is even teaching what he does. Thank you, thank you, thank you!

Student 8: Very caring, very supportive.

Fall 2012 – French 350 French Applied Studies, 4.76; sample size = 8 (max 5)

1. Command of course materials	5.00
2. Organization of course materials	4.50
3. Effective communication to the class in the foreign language	5.00
4. Effort to stimulate your interest in course work	4.63
5. Thoroughness of preparation and effectiveness of organization of class time	4.50
6. Effort to provide practice in language skills	4.75
7. Clarity in giving instructions: assigning work, announcing quizzes, giving tests, etc...	4.63
8. Constructive feedback on written and oral work	4.63
9. Punctuality and regularity in meeting class and accessibility and regularity in keeping office hours	5.00
10. Encouragement of an atmosphere conducive to learning	5.00

Comments

Student 1: Such a great professor, but too much assigned readings for a three credit, 300 level class. Was very hard to keep up. Classes were a great opportunity to work on French language & explore teaching practices.

Student 2: J'aime bien François, he was very welcoming, he demanded a lot but helped students work through it. In the class I noticed that everyone felt a desire to learn French. He helped us with the language and (showed the way?) in speaking it.

Student 3: He was so helpful and great. Helped me improve my speaking skills without making me feel bad. Great help, so positive and eager to teach this class. Would recommend him to everyone!

Student 4: Ce cours était mon cours préféré. This class was the best class I've ever taken at this University. We were allowed to have freedom in our work while learning pedagogical methods we can use in the future. I loved it!

Student 5: This was one of the best French class I have taken in the time I have been here. The material was engaging and I was able to use and practice my French in an environment where there was no overly harsh criticism.

Spring 2012 – French 821 New Technologies for Deep Learning, 4.87; sample size = 17 (max 5)

11. Command of course materials	4.94
12. Organization of the course and classes	4.65
13. Presentation of the course materials	4.71
14. Effort to stimulate your interest in the materials studied	4.88
15. Encouragement of your intellectual development and your understanding of the subject	4.94
16. Responsiveness to students' questions and comments	5.00
17. Punctuality and regularity in meeting class and accessibility and regularity in keeping office hours	4.94
18. Setting assignments that develop your knowledge and understanding of the course materials and encourage critical thinking	4.88
19. Evaluation and constructive criticism of written and oral work	4.76
20. Encouragement of an atmosphere conducive to learning	5.00

Comments:

Student 1: Very warm and engaged teacher, would like to take more courses from him like this in the future.

Student 2: The class was very valuable & expanded my knowledge quite a bit. However some of the class sessions were disorganized and I felt frustrated at times.

Student 3: Mr Tochon is an excellent instructor. Not only is he competent in his field, but his academic openness is very enriching. I have thoroughly enjoyed this class.

Student 4: I think Prof. Tochon did a nice job modeling PjBL...something which I previously knew little to nothing about. I enjoyed being able to read so much, reflect, and really apply the principles to my own teaching and learning. Thanks for a great semester!

Student 5: Prof. Tochon is an excellent instructor. He is very personable and knowledgeable. He stimulates great conversation in class, and creates an environment that is conducive to learning. I learned a lot in this class. Great selection of articles. Great instruction.

Student 6: I loved this class! A wonderful group of people and an inspiring instructor. I learned a lot. Not only about technology but also about how to approach learning itself. The best group work I have ever experienced. Thank you !

Student 7: Professor Tochon caught our attention with stories about ancient technology. He kept us open-minded to all ideas pertinent to Education technology. The implementation of a Deep Tech Ed project into our classroom was wonderful in so many ways, learning pragmatically, growing as an educator.

Student 8: 1. The content taught is Francois' specialty and no one else teaches his education philosophy (that I know of); 2. The two 821 courses I have taken from Francois have completely transformed me as a teacher—both courses were very different and I learned an immense amount from them both, so much so that I'm basing my Ph.D. research on his education philosophy! I love both 821 courses and would/will recommend Francois' courses to anyone interested in critical pedagogy/education.

Student 9: Why is this (program) not alternating the teaching of the regular pedagogy class (820)? Could it be because the portfolio-based approach is looked down upon in Higher Education? François Tochon is really a Renaissance man, and the ideas I have gleaned from auditing his class have been more colourful & more plentiful than I had ever imagined possible. Professor Tochon does not merely focus on dishing out the most up-to-date recipes in foreign language pedagogy (& making sure that his students have absorbed the right amount of techno-babble to make them marketable),

but he actually looks ahead and tries to meaningfully help his learning/teaching community figure out innovative yet sustainable ways of developing foreign language acquisition both now and in years to come. Not once did I ever get the sense that the sole purpose of his class was to cater to a technocracy of self-satisfied yes-ney (+money) intent on perpetuating the mediocrity of their never-changing 'communicative-based' habitus. (He is) one of the most creative voices of foreign language advocacy in our department (French/Italian).

Spring 2012 – C&I 564 Advanced Problems in Teaching World Languages. 3.42; sample size = 11

1. Overall quality of teaching in this class	3.00
2. Course evaluation compared to other university courses	2.91
3. Evaluation of the instructor compared to other instructors	3.09
4. Scholarly and professional knowledge	4.27
5. Class planning and organizing	2.91
6. Interpersonal and professional skills	3.45
7. Knowledge and applied skills in Education	3.55
8. Quality as a graduate advisor	4.20

Comments from students:

- The class was mainly student-led. We presented and learned from each other. Professor Tochon is undoubtedly talented and knowledgeable regarding teaching world languages.
- Prof. Tochon has amazing ideas.
- He almost seems too knowledgeable.
- I loved how it was student-centered. It's one of the best (courses) I recommend for global language students from other departments to take. He is super knowledgeable and I loved that he is also looking into ways of improving the traditional teaching approaches. Excellent.
- He was able to help us with problems in the classroom, but sometimes advice was too deep to understand. I thought he was willing to help and give feedback.
- Very reflective class. He is very knowledgeable in research, theoretical knowledge and methodological procedures. He gave me books and academic articles to complete my presentation.

Fall 2011 – C&I 975 Deep Education and Transdisciplinarity. 4.86 (max is 5); sample size = 9

17. Overall quality of teaching in this class:	4.89
18. Course evaluation compared to other university courses	4.78
19. Evaluation of the instructor compared to other instructors	4.78
20. Scholarly and professional knowledge	4.89
21. Class planning and organizing	4.67
22. Interpersonal and professional skills	5.00
23. Knowledge and applied skills in Education	4.89
24. Quality as a graduate advisor	5.00

Comments from students:

- Professor Tochon is very helpful.
- The complexity of the material could have really left me feeling out of the loop. Tochon's teaching style made synthesis possible. This is the best class experience I have ever had in college. I am so grateful for Prof. Tochon & my classmates. Tochon is an outstanding person and instructor. I am so blessed to have taken this course with him and to learn from him.
- This was a very engaging course. The professor s very knowledgeable.
- The overall quality of teaching in this class was outstanding.

- Interpersonal and professional skills: I appreciate respect for each and every student and support of their work.
- His patience and good reception is endless. He respects all students equally. Each is unique. He is very patient, open, happy, and very positive. He has a wealth of knowledge. I am lucky to be advised by my most respected & appreciated professor.

Spring 2011 – French 821 A Deep Approach to Language Learning, 4.51 (max 5); sample size = 12

1. Command of course materials	4.82
2. Organization of the course and classes	4.36
3. Presentation of the course materials	4.50
4. Effort to stimulate your interest in the materials studied	4.60
5. Encouragement of your intellectual development and your understanding of the subject	4.55
6. Responsiveness to students' questions and comments	4.30
7. Punctuality and regularity in meeting class and accessibility and regularity in keeping office hours	4.36
8. Setting assignments that develop your knowledge and understanding of the course materials and encourage critical thinking	4.73
9. Evaluation and constructive criticism of written and oral work	4.30
10. Encouragement of an atmosphere conducive to learning	4.60

Comments:

- He was very helpful to set up individual consultation & offering skype meetings. Thank you very much!
- This was the highlight of my semester. I learned a lot from the readings, presentations, and experiments. Prof Tochon is an extraordinary scholar. I'd take any class he teaches.
- He was very kind to meet me even outside his office hours. He is very sweet!

Fall 2009 – C&I 975 Transdisciplinary & Complexity in the Classroom, 4.55; sample size = 8 (max 5)

1. Overall quality of teaching in this class:	4.50
2. Course evaluation compared to other university courses	4.38
3. Evaluation of the instructor compared to other instructors	4.63
4. Scholarly and professional knowledge	4.63
5. Class planning and organizing	4.38
6. Interpersonal and professional skills	4.75
7. Knowledge and applied skills in Education	4.63
8. Quality as a graduate advisor	4.50

Comments from students:

- - Challenging material that requires reflection. Extremely knowledgeable (professor). A little more structure would be nice. Always helpful & provides great insight.

Fall 2009 – French 311 Advanced Composition & Conversation, 4.25; sample size = 15 (max 5)

11. Command of course materials	4.73
12. Presentation of course materials	4.07
13. Effective communication to the class in the foreign language	4.53
14. Effort to stimulate your interest in course work	4.33
15. Thoroughness of preparation and effectiveness or organization	

of class time	3.93
16. Effort to provide practice in language skills	4.00
17. Clarity in giving instructions: assigning work, announcing quizzes, giving tests	3.73
18. Constructive feedback on written and oral work	3.80
19. Punctuality and regularity in meeting class and accessibility and regularity in keeping office hours	4.73
20. Encouragement of an atmosphere conducive to learning	4.67

Comments from students:

- There are a few areas that could be more effective. For example, instead of correcting papers on the powerpoint [Word tracking device on LCD projector] one could select problematic sections and ask the class what is wrong.
- He was really nice and enthusiastic but sometimes unclear and hard to understand.
- E-mail reminders for assignments would be appreciated, but not absolutely necessary. Very enjoyable class!
- He is an enjoyable & intelligent fellow.
- Though this course was enjoyable, I had been expecting much more practice and improvement of our spoken french and pronunciation. Also, I wanted to see more feedback on my written assignments, not just the corrections, but what I could improve on. Also I felt like much class time could have been used differently when we did group discussing—not much motivation to speak in French, discuss news articles. But overall, great semester. Merci François !

Summer 2009 – C&I 675 Qualitative Statistics in Practice. 4.52; sample size = 16 (max is 5)

21. Overall quality of teaching in this class:	4.38
22. Course evaluation compared to other university courses	4.13
23. Evaluation of the instructor compared to other instructors	4.38
24. Scholarly and professional knowledge	4.75
25. Class planning and organizing	4.44
26. Interpersonal and professional skills	4.69
27. Knowledge and applied skills in Education	4.63
28. Quality as a graduate advisor	4.75

Comments from students:

Student 1: An excellent course for discussion and open questioning and appraisal of statistics and the methodology associated with stats. The instructor was extremely personable and brought his personal experience to bear on the course. Tochon appeared to know his (field) and more – he brought many ideas and other ‘philosophies to the discussion. (Knowledge of applied skills in Education:)This was a big plus of this course and instructor—both emphasized a critical and thoughtful approach to statistics (for our own research and assessing research of others). The critical eye is applicable to Education and other fields.

Student 2: This was a rare and valuable opportunity to discuss some of the current debates in the field of statistics and to become more familiar with non-parametric statistics. I believe the course should be offered during the regular school year as well. The specific examples from his own research that Francois gave were invaluable.

Student 3: My hopes are that the Department of C&I expands this course into a 3 credit course. Many C&I graduate students will benefit from the topics discussed during this class.

Student 4: The opportunity for C&I students to take a non-parametric class (relating to C&I issues) is important. Dr. Tochon has a thorough knowledge of implicative analysis. The application of qualitative statistics is an important topic more teacher educators can benefits from.

Student 5: This was a wonderful introduction. I would like MORE time. I would’ve liked more

programs. Very, very good (course). Well designed for my needs. Francois is a wonderful professor. He has so much knowledge to pull in for specific questions. Really very good scholarly and professional knowledge. Class planning and organization also great. He makes extra time to help students. Knowledge of Applied Skills in Education: Excellent. Very helpful.

Student 6: Many students in the class didn't realize what level the class would be taught until the first meeting. It seemed almost remedial for students who have had EdPsych 760-761. More info would have been appreciated! Definite bias toward qualitative methods! Again, the bias toward qualitative research was frustrating for those of us who expected the class to be more focused on mixed methods.

Student 7: In the future, this class would be more comprehensive as a full 3-credit course. Being 1 credit, it felt as though we were getting more of a sample than anything else. Some activities would have meant more in the context of a longer course.

Student 8: This course was useful, because it encouraged us to apply the material to our own projects. A longer course would have been better for this. There was some disorganization as regarded expectations for presentations. The professor appears genuinely interested in student success.

Student 9: I have gained a lot of knowledge. It was short but very informative. The professor is very soft-spoken and approachable. He has a lot of experience in his field. Very well planned syllabus & assignments. Very understanding & approachable. Always smiling.

Summer 2009 – C&I 675 Globalization and Linguistic Human Rights. 4.44; sample size = 11 (max is 5)

1. Overall quality of teaching in this class:	4.27
2. Course evaluation compared to other university courses	4.09
3. Evaluation of the instructor compared to other instructors	4.36
4. Scholarly and professional knowledge	4.82
5. Class planning and organizing	4.09
6. Interpersonal and professional skills	4.73
7. Knowledge and applied skills in Education	4.64
8. Quality as a graduate advisor	4.50

Comments from students:

Student 1: If this class had section 2, it would be great!

Student 2: I enjoyed the open-discussion format of the class.

Student 3: It was a thoughtful schedule!

Student 4: The course was good and the instructor helpful (5). Scholarly and professional knowledge: wonderful. Very nice interpersonal and professional skills. Knowledge of applied skills in Education: amazing. Great instructor.

Student 5: (Presentation) time frames/managing during class could have been better; although I understand it is difficult to interrupt good discussions.

Student 6: Excellent discussion and open forum format to the class – Prof. Tochon did a good job of allowing the students to bring their knowledge to the course. A very approachable and congenial professor, extremely professional and knowledgeable. The classes were well structured, with a plethora of readings. Sometimes discussion would get off topic, but usually the discussion was organized.

Spring 2009 – C&I 564 Advanced Problems in Teaching World Languages. 4.23; sample size = 14

1. Overall quality of teaching in this class:	4.07
2. Course evaluation compared to other university courses	3.79
3. Evaluation of the instructor compared to other instructors	3.93
4. Scholarly and professional knowledge	4.86
5. Class planning and organizing	3.93

6. Interpersonal and professional skills	4.57
7. Knowledge and applied skills in Education	4.43
8. Quality as a graduate advisor	N/A

Comments from students:

- Francois is nice & knowledgeable
- Great class. Thank you for a great culmination of my undergrad experience!
- I really liked the peer collaboration. I felt the most useful classes is when we could talk about problems in the classroom.
- Very knowledgeable.

Spring 2009 – C&I 975 Introduction to Applied Semiotics. 4.78; sample size = 8 (max is 5)

25. Overall quality of teaching in this class:	4.75
26. Course evaluation compared to other university courses	4.75
27. Evaluation of the instructor compared to other instructors	4.50
28. Scholarly and professional knowledge	5.00
29. Class planning and organizing	4.50
30. Interpersonal and professional skills	4.88
31. Knowledge and applied skills in Education	4.88
32. Quality as a graduate advisor	5.00

Comments from students:

- He is a very knowledgeable professor. He knows many fields. I enjoy his classes fully.
- Very well structured (course) & useful for further study. This course should be required for all students.
- He knows the contents very deeply.

Summer 2008 – C&I 675 Globalization and Linguistic Human Rights : Language Policies Across Cultures – 4.45; sample = 8 ; (max is 5)

1. Overall quality of teaching in this class:	4.25
2. Course evaluation compared to other university courses	4.38
3. Evaluation of the instructor compared to other instructors	4.25
4. Scholarly and professional knowledge	4.75
5. Class planning and organizing	3.88
6. Interpersonal and professional skills	4.88
7. Knowledge and applied skills in Education	4.75

Comments from students:

- Very very knowledgeable in this particular field, very helpful.
- Very open, knowledgeable, kind & interesting.
- Loved the class, had a lot of fun learning new and not so new but better defined concepts. Compared to my other courses I have had, this was very mentally stimulating. Perfect.
- Francois frames our discussions in terms of ethics and love of humanity – the big picture is always in effect!

Spring 2007 – C&I 975 Critical Systems Theory and World Education. 4.96; sample =11 ; (max is 5)

1. Overall quality of teaching in this class:	5
2. Course evaluation compared to other university courses	5
3. Evaluation of the instructor compared to other instructors	5

4. Scholarly and professional knowledge	5
5. Class planning and organizing	4.73
6. Interpersonal and professional skills	5
7. Knowledge and applied skills in Education	4.91
8. Quality as a graduate advisor	5

Comments from students:

Student 1: This is the very best experience I have had at UW.

Student 2: I enjoyed the combination of lectures for background information (on theorists and movements), and student co-learning! It related to all of my other courses, and covered a broad range of topics within the realm of education. Great knowledge of theory – and I appreciate the frequent “consciousness raising” on lesser-known topics. I was surprised to find that this was not a problem (to make reasonable allowances for individual differences in background and professional goals), given the specific material. The course and discussions seemed more theoretical but he was open to questions about concrete examples.

Student 3: Francois, it was a pleasure as well as an enlightenment working with you. Thank you for everything.

Student 4: One of the best classes that I have ever taken in college. I have not met a better teacher at UW-Madison than Dr. Tochon. Extremely knowledgeable. He has superb interpersonal skills.

Student 5: Has very much knowledge from many fields. Enjoyable presentations. One suggestion for website: list readings under week they are to be discussed. Adjusted the course for varying (people & goals?). Wonderful insight in world language education.

Student 6: Prof. Tochon is incredibly knowledgeable and has insightful views and comments. Had many comments for students not in language education. He is knowledgeable of researcher and practitioner issues. Excellent balance!

Student 7: My only comment/suggestion is that, because some of the readings were so dense & abstract, more discussion of them prior to reading (i.e. advance organizers) would have been helpful for understanding & contextualizing them.

Student 8: no comments.

Student 9: Scholarly and professional knowledge: amazing! Everything well planned and organized. Interpersonal skills: incredibly. Very in touch with the practitioner.

Student 10: It was a very innovative, insightful, and an excellent course. I consider it superior in quality to other courses. He is an excellent professor with very deep knowledge in various fields. Very encouraging, helpful, and very kind. Very thorough knowledge of several fields.

Student 11: Challenging but my thoughts of the world have grown & complexified. He is truly kind to his students & deeply knowledgeable of the content.

Summer 2007 – C&I 675 Globalization and Linguistic Human Rights : Language Policies Across Cultures – 4.94; sample = 6 ; (max is 5)

8. Overall quality of teaching in this class:	4.83
9. Course evaluation compared to other university courses	4.83
10. Evaluation of the instructor compared to other instructors	4.83
11. Scholarly and professional knowledge	5
12. Class planning and organizing	5
13. Interpersonal and professional skills	5
14. Knowledge and applied skills in Education	5
15. Quality as a graduate advisor	5

Comments from students:

Student 1. An outstanding teacher. Dr. Tochon is one of the very best teachers that I have ever encountered. One of the most interesting classes that I have ever taken at any level.

Student 2. I was impressed by the professor's desire and ability to practice inclusive education in such a way that was both authentic and practical. Again, I was impressed by how the professor was able to help students articulate their thoughts, and bring common ground to varying standpoints. Very openminded, very good intros, guiding the student in the development of his/her thoughts.

Student 3. It was great. I learned a lot about linguistic rights. Great ! Thank you Francois.

Student 4: Very open to new ideas and very supportive.

Student 5: I think classtime was structured effectively to give time for discussion and debate as well as individual presentations.

Student 6: no comment.

Year	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
Course	346-347-355	630-346-399	564	307-346-347 349-356	FR 901	FR 901
Enrollment	8	13	10	10	12	10
Ave. Eval.	4.68	4.44		4.12	4.60	4.24
Course	FR 629	446	975-699	246-256-446	564	975
Enrollment	11	5	7 + 1	6	15	11
Ave. Eval.	3.95	none	4.31	none		4.38
Course	975	821-400	564	975	456-690	975
Enrollment	6+1 audit.	10 + 1	14	8	17	10
Ave.Eval.	4.17	4.17	4.44	5.00	none	5.00
Course	564	975	FR 901	FR 821	375-399	FR901
Enrollment	8	6+2 audit.	10	18	12	16
Ave.Eval.	4.50	4.50	4.29	4.12	none	pending
Summer			FR 821-699	675-821-699	675-699	675
Enrollment			7	9+1 aud.+4	8+2 aud	8
Ave.Eval.					4.73	4.93

COMMENTS FROM PREVIOUS COURSE EVALUATIONS

A portfolio with the comments of the students has been collected along the years, with video examples of classroom interactions.

2006 Summer C&I 675 International Studies and Language Discrimination

- Professional and Personal Growth are outcomes. Outstanding knowledge of the field and other fields.
- The course was excellent, Francois. Thank you for sharing with us so much valuable information. I think now I am aware of many things and I will be able to help against discrimination.

2006 Spring C&I 975 World Languages and Educational Technology

- I have not experienced better teaching than Dr. Tochon's. A vital course for those interested in conducting qualitative research. I have not encountered a better instructor. I have been very fortunate to have Dr. Tochon as an instructor. He individualizes his educational approach.
- Throughout this class, I have learned a lot of education technologies, which are very useful. It is an "outstanding" course. He is very well organized and very kind to students and respect their opinions. It was impressive. He knows his field/this class very well and explains everything. Very well organized class. He respects the students' thoughts and comments every time. He applies technologies we have covered to new fields.
- This semester I'm building the big stones in my education and I feel very lucky to be in this high quality class. He helped me develop my vision for further researches. With his fruitful insights, Dr. Tochon lighted my way in my professional development.
- It brought up a new horizon to me in terms of research: the importance of forming a conceptual framework in doing research. This course is outstanding to me, and I do benefit greatly from the course content and discussion. He spent extra time organizing meeting hours with those who cannot meet the regular course hours. In addition, 5 evening on-line discussions were also extra work for the Professor. I am very grateful for what he did for the class. Yes, definitely I wish he had made more comments on the presentations that students made. We focus more on the

content of the articles, which is wonderful. But individual presentations could also be mentioned. Thank you Prof. Tochon.

- Provided an atmosphere which promoted knowledge seeking and sharing. Well structured, all elements of the course from experiences to readings to class formats were well integrated with the purpose of the course. Very knowledgeable and able to explain perspectives in an understandable way. Interpersonal and professional skills: Extraordinary in this. Always approachable and available.

2005 Summer C&I 675 Globalization and the Linguistic Genocide in Education

- Excellent course ; would perhaps be a good requirement for anyone taking language courses or globalization, etc. Francois is very supportive and offers many opportunities to discuss issues, etc. Very inspiring !
- Constantly refers to related disciplines. Interesting assignments. A pleasure to meet with and discuss with him.
- Very open-minded, creative with format and context & inspiring. Quite diverse scholarly and professional knowledge.

2005 Fall C&I 975 General Seminar World Language Education & Qualitative Research

- Discussion was very interesting. I like the professor's wrap up at the end of each class. His insights were valuable and his comments embraced most opinions. The class served the different needs of the students. I got a lot from this class. I answered many doubts and it gave me clear, concrete directions on how to plan a research project. He seems to really care about his students. Supportive & positive, encourages his students in positive ways. Professor Tochon is extremely knowledgeable and clear when explaining. Wise. Super nice, creates a welcoming and safe environment for discussion. He understands the problems in education and brings in valuable international knowledge or views (so badly needed). Understanding, supportive and accessible.
- The book selected for the course was wonderful, varied and informative. I only wish that the presentations were more different from each other. Very patient with everyone, sensitive to topics that interest students. Very patient, always available, approachable.
- A very engaging and knowledgeable professor, one of the very best I have met. I have not met a better college professor.
- He is just great for teaching! Well organized, informative, much concerned to each student.
- Very knowledgeable on all the topics we covered. Willing to explore and develop topics too.

2004 Fall FR901 Research Methods

- I very much enjoyed the variety of material he introduced in the course. He is definitely extremely qualified to teach this course. I also greatly appreciated his flexibility and understanding in regards to student needs & schedules.
- Nice Guy! Very helpful, and very sympathetic to the needs and idiosyncratic behavior of the grad students. Thanks Mr. Tochon!

2004 Spring FR821 Digital Video for the Foreign Language Classroom

- Thank you for an enjoyable and informative semester.
- I have thoroughly enjoyed both of the classes that I have had with you. They have enhanced my teaching and my skills in using technology in the classroom! Merci.
- Many thanks for leading us and for providing an Internet distance learning environment that worked for those of us who cannot come to Madison. I always enjoy your courses because I get to apply what you want us to learn to solving problems (or learning new insights) in my own work world of the high school French classroom. I especially enjoyed the video soiree we had in April.

2003 Fall C&I 346-247-356 Methods in Teaching Foreign Languages

- Love the way we discuss. Very intelligent, often interesting.
- Prof. Tochon is very knowledgeable in the subject of second language instruction, and he is good at imparting his knowledge.
- The course content is practical for second language instruction, and there was a positive atmosphere in the class. Prof. Tochon is always approachable and seeks to help students with any difficulties.
- Has a very relaxed, friendly attitude about him (sic). Is flexible and cares about the learner. Is open and supportive.

2003 Spring FR901 Research Methods

- I feel like the content was good & standards high which brought me up to a challenged level. Overall I've enjoyed the class & the challenges – due in part to the intellectual stimulation but also the teaching techniques in class of Prof. Tochon.

-I found this course very helpful and stimulating.

-The class brought up some very interesting ideas. I appreciated the high teacher expectations, especially the critiques of our written work. This class helped me to reconceptualize my thesis project, allowing me to be more creative and use a more original methodology. I never would have considered using interviews, photo analysis, or studying social representations. The class periods when we worked in groups were very beneficial.

-I think that Mr. Tochon has an excellent grasp of the course material. The amount of reading and writing expected was appropriate.

2002 Fall C&I 975 Seminar Semiotics for Ed Research

- This course helped me to develop a new perspective about academia. This new perspective is applicable to my life as well. Through this class, I've realized that I have been trained to have a certain point of view by 20 years schooling. The longer I stay in academia, the more rigid & firm my perspective is. In the first part of this class, I had difficulties adjusting to this class because it asked me to break my fixed point of view. Now I am more open-minded to different perspectives.

- An awareness of how self/other blend and implode, and are born in multiple instances. I began to see a more expansive repertoire of research topics by being exposed to the writing and research of many cultures. I will examine origins of information more knowingly for distortions, misrepresentations, silences, etc.

2002 Spring FR821 Cooperative Learning for the Foreign Language Class

-I enjoyed this class tremendously. As a teacher of French had acquired a wealth of information from this class. Professor Tochon not only delivered but also provided me with concrete examples to apply.

-I enjoyed this class! It was very interesting and helpful.

2001 C&I 346 Pedagogical Evenings / Field Evenings in FLE

- I enjoyed hearing advice from Sue Policello and the French House evenings were helpful. Anything that related to actual, day-to-day teaching! Field evenings (in schools) better than Pedagogical evenings (at the French House).

2001 C&I 975 Seminar Semiotics for Education Research

- Francois has a very broad and deep knowledge of a variety of topics, very impressive. Francois is a very kind person who treats his students like professionals and adults with their own talents, skills, and knowledge. He is very supportive of student writing. It is nice to have a professor with a lot of experience in and writing about actual teachers & classrooms.

2001 C&I 564 Advanced Problems in the Teaching of Foreign Languages

- VERY INFORMATIVE in terms of technology; I did not realize the course would not be pedagogical in nature (course oriented on how to build a standard-based e-portfolio).

- This was very interesting. Francois is an excellent professor. He has a wonderful rapport with our class. I loved the class on filming and computer technology. Francois is on the cutting edge of new technology. The class was devoted entirely to our needs. Thank you!

2000 C&I 346-347-355 Language Methods (French, German, Latin)

- I must say that this semester has been one of the most enriching learning experiences of my educational career. Professor Tochon is a brilliant individual and a compassionate, understanding man.

- Very interactive. Very understanding + student centered. Showed interest in students, and gave great advice. Point 6 ("Does he appear to respect the students and make reasonable allowances for individual differences in background and professional goals?"): Yes, many!

- The Prof is very knowledgeable.

- Very flexible, thank you!

- Prof. Tochon was very flexible and eager to work with us and serve my needs as a learner. Not only was Prof. Tochon very organized, he showed us how he organized so we could have that modeled for us as teachers. He acknowledged problems that we faced in our classrooms and he listened to our suggestions and made his own suggestions too.

Fall 2000 FR 629 Rousseau et l'éducation

ONE STUDENT WAS AWARDED THE ROUSSEAU SOCIETY 2000 AWARD FOR HIS COURSE WORK

- I enjoyed the oral work and found that very useful.

- Professor Tochon is a very likable person. I liked the small group discussions, they were helpful and often led to really good scholarly discourse. I did like the variety of the texts from Rousseau's oeuvre, a good selection.

- The format of this class was unique. Never have I been presented with so much autobiographical information, not have I had the opportunity to see the correlation between life/work so thoroughly. It works well with Rousseau, and I enjoyed the format. Pr. Tochon seems dedicated to pedagogy, and he varied his teaching techniques to incorporate many interactive styles. Overall, it was a good course, and I feel I have learned more than I had expected.

-The reading was very interesting. I enjoyed the focus on one author. The professor had a clear knowledge of the subject. He concentrated more on reading the biographics instead giving us a synthesis as a base to work from.

COURSES EVALUATIONS IN CANADA (Max: 4)

1999-2000 Oral French Didactics (B.Ed., FRP105) – maximum = 4

Achievement of objectives:	3.67/4
Quality of course plan:	3.50
Course plan respected:	3.56
Facilitation of pedagogical approaches:	3.33
Students' responsibilities:	4.00
Relevant examination questions	3.67
Useful & appropriate course work and workshops:	3.44
Contents in sufficient quantity:	3.50
Workload in sufficient quantity:	3.67
Overall satisfaction:	3.25

Students remarks

The whole approach pleased me. It was a challenge. Very motivating.

I just loved that course. I have put a lot of work in it. Theory and practice were well balanced.

1998-1999 Oral French Didactics (B.Ed., FRP105) – maximum = 4

Achievement of objectives:	3.64/4
Quality of course plan:	3.59
Course plan respected:	3.82
Facilitation of pedagogical approaches:	3.49
Students' responsibilities:	3.89
Relevant examination questions	3.60
Useful & appropriate course work and workshops:	3.65
Contents in sufficient quantity:	3.65
Workload in sufficient quantity:	3.60
Overall satisfaction:	3.29

Students remarks

A lot of work, but so valuable; finally the evaluations match the effort.

Initially we were afraid of the entire project with the presentations, but now I feel very satisfied with the result. I learned a lot through this experience.

I found the functioning of this course brilliant.

1998-1999 Research Methods (M.A., EDU 701) - maximum = 4

Achievement of objectives:	3.00
Facilitation of pedagogical approaches:	3.32
Students' responsibilities:	3.77
Sound & relevant readings:	3.41
Useful & appropriate course work and workshops:	3.14
Stimulating teaching:	3.32
Course work related to important points:	3.38
Appropriate comments on course work:	3.14
Contents in sufficient quantity:	3.14
Workload in sufficient quantity:	3.59
Learning-supportive dynamics:	3.50
Overall satisfaction:	2.95

Students remarks

I really liked the way Mr. Tochon worked.
Feedback sessions after cooperative phases have been very helpful to me.
I knew that I could count on his help, his support, his advice when needed.

1998-1999 The reflective approach as professional support (PED 871, M.Ed.) – maximum = 4	
Achievement of objectives:	3.40
Contents conform to course plan:	3.30
Course plan was respected:	3.40
Clear and well-edited course notes:	3.30
Appropriate comments on course work:	3.50
Learning-supportive dynamics:	3.60
Students' responsibilities:	3.60
Contents in sufficient quantity:	3.60
Overall satisfaction:	3.20

Students remarks

Good course that brought me a lot in terms of reflective approach. I am really satisfied.
Very profitable course.
I adored this course.
I really appreciated your opening up toward the questions raised by the students. I would have liked to benefit from your vast knowledge through many more course hours. I liked reflective diaries because I was able to deepen the topics that interested me in a way that was very profitable to my work.
I appreciated particularly the feedback experience through peer-teaming and tutorship. Cooperative learning situations helped me too.

1997-1998 Oral French Didactics (B.Ed., FRP105) – maximum = 4	
Achievement of objectives:	3.33
Quality of course plan (syllabus):	3.16
Course plan (syllabus) was respected:	3.29
Facilitation of pedagogical approaches:	3.33
Students' responsibilities:	3.78
Appropriate & useful course work and workshops:	3.17

Students remarks

I found the professor such an excellent pedagogue, I liked this course so much, I really have no suggestion to make it still better. Bravo.
Finally a real university course! Finally a Professor who realized that we are future teachers!
The balance between theory and practice was perfect.
I learned a lot through this course.
As future teachers, it is very important for us to attend a class with an excellent pedagogue. Sure, we learn from theories, but this example is worth 1000 words. Bravo!
I appreciated the practical aspects of this course.
Supermotivating formula, once the insecurity of the beginning was passed.
The course was really interesting, it allowed me to learn a lot of things. Personal research was required and this is how we learn.
I learned how to organize myself.
Thanks for allowing me such an enriching experience.
The course was ingenious, a way of doing... so, so instructive.
I am very satisfied with the course; very competent professor, rich and practical contents.
What I liked the best over anything else was the opportunity to choose between three types of course work: didactic materials; video; and research, and that they were shared in class.
You have a great cultural background and take advantage of it very well.
The amount of work was very large, but I greatly benefited from these hours of work.
The objectives were clearly delineated, explanations were very precise. Very well structured course.
I learned a lot from this course; moreover, you really arouse my sense of curiosity.

1996-1997 Cooperative pedagogy (M.A., PED 867) - maximum = 4

Achievement of objectives :	3.38
Coherent pacing of contents:	3.31
Clear and well-edited course notes:	3.21
Facilitation of pedagogical approaches:	3.63
Students' responsibilities:	3.94
Useful & appropriate course work and workshops:	3.75
Learning-supportive group dynamics:	3.94

1996-1997 Work methods in diverse settings (M.A., PED 846) - maximum = 4

Achievement of objectives :	3.63
Contents conform to course plan:	3.50
Coherent pacing of contents:	3.50
Clear and well-edited course notes:	3.33
Facilitation of pedagogical approaches:	3.56
Students' responsibilities:	3.56
Useful & appropriate course work and workshops:	3.75
Learning-supportive group dynamics:	3.94

1996-1997 Teaching to reflect in colleges (M.A., DID 805) - maximum = 4

Introduces domain problems:	3.50
Up-to-date contents:	4.00
Acquisition of knowledge and skills:	3.63
New and useful things learned:	3.50
Expectations clearly exposed:	3.25
Excellent mastery of the contents:	4.00
Easy communication with the group:	3.75
Answering questions satisfactorily:	3.88
Evaluation conforms to objectives:	3.38
Useful course work and exercises:	3.25
Bibliographical references:	3.75
Supports sharing of viewpoints:	3.88

1994-1995 Research Methods (M.A., PED 850) - maximum = 4

Achievement of objectives:	3.67
Quality of course plan (syllabus):	3.80
Course plan (syllabus) was respected:	3.20
Facilitation of pedagogical approaches:	3.47
Students' responsibilities:	3.27
Useful & appropriate course work and workshops:	3.20

Overall satisfaction 4 is the maximum:

FRP 102 Oral French Didactics, Fall 1993	3.42
MTD 804 - Classroom Management, Fall 1992	3.49
DID 807 - Integration workshop, Fall 1992,	3.64
FRP 102 – Oral French Didactics, Fall 1992,	2.92
DID 804 - Teaching and Didactics,Fall 1991,	3.60
FRP 102 – Oral French Didactics, Fall 1991,	2.80
63.403/404 - Language Arts I, Spring 1990-91,	3.05
63.403/404 - Language Arts II, Fall 1990,	3.23
63.301 - Microteaching, Fall-Spring 1990-91,	3.32
63.405 - Methods course, Spring 1990-91,	3.09
63.405 - Methods course, Fall 1990,	3.15
63.403 - Arts languages, Fall-Spring 1989-90,	3.35
63.301 - Microteaching, Fall-Spring 1989-90,	3.51
63.405 - Methods course, Fall-Spring 1989-90,	3.43

TEACHING: INFORMAL TEACHING/ADVISING

Professor Tochon devotes considerable time to his B.Ed, M.A.-research, and PhD students. Every year, he organized weekly rehearsals before actual presentations in the class of oral French didactics, at the B.Ed level. He prepared booklets of lived cases and met the students to interpret and discuss potential solutions to the professional problems illustrated in the cases. As the B.Ed. course is organized through cooperative learning activities, he meets groups of experts outside class time. At the M.A. level, he receives up to 150 e-mails a week related to questions that students have, and their research diaries. His supervision of 7 PhD students and 18 Master's students implies considerable mentoring. Two M.A. theses were awarded by the Québec Minister of Education. He organized practicum stays in France for four of his students. He meets his PhD students on a regular basis, and organizes writing workshops for his lab research team.

Availability: Students' Qualitative Assessments

"Prof. Tochon is available for further explanations at all times, at his office, or at home. This is an exceptional quality!"

"His frequent availability outside course time was really appreciated."

"He makes his best to meet each student. He gave his phone number to everybody at the beginning of the year, and is ready to meet the students even on Sundays."

"The prof was very available, from my own personal experience. He is very persistent and steady in his expectations but he remains very very human. He knows how to speak and how to listen."

"He is very available towards students. Here is my example: I called him at home to ask for some explanations, and he kindly replied and took all the necessary time. Second, I met him at the office and he took a good half-an-hour to help me in my writing and my bibliographical research."

"Strong point: his availability outside class."

"I did appreciate a lot your patience, caring, and your frequent availability."

"Available – open-minded – great ability to listen – respects the students: one never feels diminished in front of this professor. Inspires a lot of respect, very credible. He prefers that each student develop according to their own teaching perception."

"Good friendly contact and humor."

"Professor really available, always ready to help."

"Always inclined to communicate with the students."

"My grandfather said: Ya know, I do think this bloody good old prof, he's so sma't! Good availability, one does not feel uneasy with him."

"Always available, encourages questions."

"Demonstrates a certain respect towards the students, favors and encourages individual meetings."

"Loves his work, a passion that he communicates very well."

Book reviews (excerpts)

Francois Tochon, a recognized leader in the renewal movement for “foreign” language education in the United States and beyond, provides a leap forward within the next mainstream of language education. His proposal of a self-determined apprenticeship of language learning recognizes the interface between government policies and classroom practices that has long been ignored in the field, to the detriment of the disenfranchised. Practitioners and scholars alike can benefit from the vision he brings, even as our field begins to benefit all of society in meaningful ways.

—*Terry A. Osborn, Author of “World Language Education for Social Justice”, Dean, College of Education, University of South Florida Sarasota-Manatee, USA*

I am often asked by Chinese student why their efforts and the time they have spent studying English have not given them the results they expected. As an English teacher, I have been frustrated by my lack of a satisfactory answer until I met Dr. Francois V. Tochon. Now I have the answer: Deep Approach. The conception of a self-determined apprenticeship in languages is a revolution against traditional language teaching methodology, which merely views a second language as a boring academic subject instead of a pleasant practical skill.

—Gao Mingle, Director, English Education Center, Executive Director of the Center for Linguistic Theory, Standing Director of China Association of Language and Education, Beijing Language and Cultures University, China

In order to communicate genuinely with most others and benefit from alternative ways of viewing the world, we need to learn languages. François V. Tochon describes the richness of language learning, how language is woven into culture, values and action. Even better, he provides a clear and systematic approach to deep language learning. Language learners and teachers will benefit greatly from this book.

—Stanton Wortham, Author of "Learning identity: The joint emergence of social identification and academic learning", Associate Dean, University of Pennsylvania

I find F. V. Tochon's book innovative and progressive, as well as an original in the field of motivation and language learning. I think the proposed techniques and strategies enhance and stimulate effective learning; they are a great contribution to the complex field of motivation. I am sure that it will be welcome among educators and useful for language teachers and learners. Congratulations on the achievement!

—Daniel Madrid, Chief Editor of Porta Linguarum, Faculty of Education, University of Granada, Spain

Professor François Victor Tochon has written an extremely important book. His Deep Approach to language learning / teaching provides the basis for developing a revolution in the teaching of second or foreign languages. His book sets forth the theoretical foundation for the deep learning approach, solid evidence that shows that the deep learning approach works, and most important practical and understandable guidelines on how to implement deep language learning. It is also consistent with Kurt Lewin's five-stage action-learning framework. The book is valuable for those in the language field but also for general readers who want to gain an introduction and overview of the field.

—Bertha Du-Babcock, Department of English for Business, City University of Hong Kong

Tochon's conceptualization of the deep approach to the study of world languages, unlike most changes in foreign language education, is not simply a change in approach or methodology. It is far more fundamental than this – it is, indeed, a paradigm shift, that requires us to rethink virtually everything that we assume about the teaching and learning of languages. It is also one of the most exciting, creative and powerful ideas to emerge in our field in decades, and creates incredible opportunities for all of us.

—Timothy Reagan, Dean of the Graduate School of Education, Nazarbayev University, Kazakhstan

Acquisition of language skills occurs when students proactively learn the target language through appropriate and adequate facilitation by their teachers. The Deep Approach, as applied in this book, enables teachers and students to flexibly and meaningfully collaborate on language learning tasks, which will lead to the acquisition of language. This book shows clearly how language teachers can approach their instruction through the framework illustrated in this book. I would like to thank Professor Tochon for publishing this outstanding book, which is sure to revolutionize language instruction in the coming years.

—Yuanshan Chuang, Director of Netpaw and APAMALL, Kun Shan University, Taiwan

Tochon makes a powerful case for dynamic language learning. His lively, visionary book explains how reproductive, boring approaches can be replaced by empowering processes for teachers and learners. Tochon's writing embodies the reflective, interactive learning that he advocates and charts so lucidly.

—Robert Phillipson, Author of 'Linguistic Imperialism', Emeritus Professor, Copenhagen Business School, Denmark

The advocates for an effective U.S. policy for teaching and learning world languages could benefit from reading this critical contribution. Tochon's conceptualization of a "deep approach" is both timely and profoundly better for preparing learners for the globally interconnected realities they live now. Tochon provides viable options that show authentic language learning is profoundly connected to shaping thinking and social actions, as well as to further language and literacy learning. No longer can world language education be confined to merely a show of empty linguistic performances, rather needs to be directed more towards building performances that truly put language to work on addressing sociocultural realities, forging ahead in the spirit of Dewey, Vygotsky, & Freire.

—*Theresa Austin, Professor, Language, Literacy & Culture, School of Education, University of Massachusetts, Amherst*

Dr. Virginia Richardson & Dr. Gary Fenstermacher, University of Michigan, Ann Arbor, Foreword to "Video Study Groups" 1999:

"This remarkable book brings together three strands of inquiry that are not usually connected. The strands are discourse analysis, reflection on practice, and the use of video tape. One of the most interesting aspects of video pedagogy is Tochon's provision for alternative reflective frames. For its combination of sage advice on the processes of staff development and of frameworks for making and analyzing video tapes, this book is at once unique and valuable. Tochon's use of real stories of teacher involvement in video study groups makes his argument all the more appealing."

Dr. Michael Huberman, University of Geneva/Harvard-Network; Foreword to "L'enseignant expert". 1993:

"A text that you will appreciate... carefully scaffolded. This book is an important contribution to the literature in the French-speaking world."