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My Background and my Appropriation of CHAT:

My background is multidisciplinary: trained in the sciences and techniques of physical and sports activities (STAPS), Physical Education Teacher with a doctorate in educational sciences, I was recruited as an associate professor in an ergonomics team at the Conservatoire National des Arts et Métiers. I have recently joined the occupational psychology and clinical activities team at the same institution.

Given this background, I don't see the concept of activity as the property of any discipline. As Leontiev points out, *"it is not written on the front of the activity to which discipline it belongs"*. I became involved with CHAT after reading the work of Yrjö Engeström and his collaborators. It seemed to me that I had found some answers to the dissatisfaction I had felt both in reading scientific articles and in my own work (initially grounded in empirical phenomenology). I found the transdisciplinary orientation as well as the interventionist dimension. So, it's both my entry point into CHAT and the framework from which I develop my own research.

One intervention/research was particularly important in my appropriation of CHAT. It concerned Priority Education in France, whose education system is one of the most unequal in the world: far from reducing social inequalities or simply reproducing them, the French education system tends to increase social inequalities. This work on public policy support was carried out with colleagues from the *"Institut Français de l'Éducation"* (Centre Alain Savary) and with Vincent Grosstephan.

My Actual Work

My current work includes writing a forthcoming book in English and French on CHAT for Peter Lang (see references below).

I am coordinating the completion of a Franco-Brazilian project on the prevention of occupational accidents and diseases. The project is rooted in CHAT and includes colleagues on this list: Anne Bationo-Tillon, Vincent Grosstephan, Rodolfo Vilela, Marco Querol, Vivian Mininel.

I'm about to start a project with Vincent Grosstephan on inclusive schooling in France. Inclusive schooling is a utopian idea that needs to be revived, to the point that even some trade unions are calling for the idea of including disabled students in mainstream education to be abandoned. Finally, I'm supervising a Change Laboratory on the French language difficulties experienced by students in their first year at university and the resulting failure.

My Wish for the Future

Bringing activity theory into line with the challenges of the 21st century requires major empirical and theoretical efforts. These efforts must be carried out within an international network of researchers who pool their efforts, freeing themselves both from disciplines and from the peer-to-peer competition promoted by our institutions. Yrjö Engeström's initiative with this presentation note, as well as Annalisa Sannino's efforts to create links and networks, are important in this respect.

I sincerely hope to contribute even more in the coming years to this work of networking/knotworking with colleagues oriented towards real utopias all around the globe!

Selected last works in CHAT:

Lémonie, Y. (To be published - 2024). *Transforming and Understanding. An Introduction to Cultural-Historical Activity Theory*. Berne: Peter Lang [Forword by Y. Engeström; Postface by A. Sannino]

Lémonie, Y. (Aparaître en 2024). *Transformer et Comprendre. Une introduction à la Théorie Historico-Culturelle de l'Activité*. Berne : Peter Lang [Préface Y. Engeström ; Postface A. Sannino]

Adelé, S., Cippelletti, E., Dionisio, C., **Lémonie, Y.**, & Bobilier-Chaumon, M.-E. (2024). Prospecting cooperative intelligent transport systems acceptance by road management teams through activity theory – a qualitative study. *Behaviour & Information Technology*, 1-18. doi:10.1080/0144929X.2024.2301960

Boudra, L., **Lémonie, Y.**, Grosstephan, V., & Nascimento, A. (2023). The cultural-historical development of occupational accidents and diseases prevention in France: A scoping review. *Safety Science*, 159, 106016. doi:10.1016/j.ssci.2022.106016

Lémonie, Y. (2023). O que é esta atividade, especificamente humana, à qual chamamos trabalho ? : O exemplo de Leontiev sobre a caça primitiva. *Laboreal*, 19(3). doi:10.4000/laboreal.21373

Lémonie, Y., & Grosstephan, V. (2022). Looking Out of the Box and Beyond Boundaries: How Cultural-Historical Activity Theory Can Inform and Support the Development of Inclusive Educational Practices? In Veber, Gollu, Skade, & Greiten (Eds.), *Umgang mit Heterogenität. Chancen und Herausforderungen für schulpraktische Professionalisierung*.: Klinkhardt.

Villemain, A. & **Lémonie, Y.** (2021). Collective activation of enacted resilience in managing unthought-of situations: An examination of the reconstruction of a critical situation on the polar traverse. *Journal of Contingencies and Crisis Management*.

Lémonie, Y., Grosstephan, V., & Tomás, J.-L. (2021). From a Sociological Given Context to Changing Practice: Transforming Problematic Power Relations in Educational Organizations to Overcome Social Inequalities. *Frontiers in Psychology*, 11(3640). doi:10.3389/fpsyg.2020.608502

Lémonie, Y., & Grosstephan, V. (2021). Le laboratoire du changement : une méthodologie d'intervention au service de la transformation du travail. *Revue d'anthropologie des connaissances*, 15(2). doi:10.4000/rac.21846

Lémonie, Y. (2020). Formation des enseignants et temporalités : une mise en perspective sous le prisme de la théorie historico-culturelle de l'activité. In C. Borges, B. Lenzen, & D. Loizon (Eds.), *Entre l'université et l'école. La temporalité dans l'alternance en formation professionnelle en enseignement d'éducation physique* (pp. 229-241). Laval : Presses Universitaires de Laval.