

Pourquoi Enseigner La Science-Fiction? (French Edition)

By Simone Lackerbauer

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Thèse de Master de l'année 2011 dans le domaine Médias / Communication - Multimédia, Internet, Nouvelles Technologies, note: 18/20, Université Panthéon-Assas, Paris II (Institut français de presse), cours: Pratiques sociales, médias et réseaux numériques, langue: Français, notes: Distinction : 2ème prix de l'Institut français de presse pour les mémoires de Master 1 (2011) , résumé: L'adolescent dans la société technicisée se trouve aujourd'hui face à des enjeux mondiaux, sociétaux et individuels, qui sont rendus visibles par les médias et qui influencent la formation de son identité. Poser la question, que se passerait-il SI ? , et faire face aux réponses possibles, devient d'autant plus urgent que les théories scientifiques et fictives sur le devenir de l'humanité se multiplient. De plus, la pénétration technologique dans le quotidien ne cesse de se développer à une vitesse qui dépasse même l'adaptabilité des jeunes. Comme ce sont les adolescents d'aujourd'hui qui vont construire la société de demain, on a donc non seulement besoin d'innovations techniques pour eux, mais aussi d'approches pour les guider pendant ce temps de l'adolescence, entre 13 et 16 ans, pour les inciter à la réflexion et pour les transformer en acteurs critiques. Dans ce travail, on introduit la littérature de science-fiction depuis 1957 en tant qu'outil éducatif qui peut offrir des points de départ pour cet objectif. On aborde ce genre à partir de la question : pourquoi enseigner la science-fiction ? , pour montrer sa valeur et ses limites. En même temps, on se demande comment on peut l'appliquer dans l'enseignement, pour influencer la formation identitaire des adolescents au sein des tensions sociétales et individuelles. Comme il s'agit ici d'une proposition de recherche dans le cadre d'un mémoire de Master 2, on donne des premières pistes de réflexion sous deux angles théoriques : une approche pédagogique et culturelle, qui s'adresse aux enjeux de l'enseignement de la lecture et

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