

Research Residency Report – 2025 Visiting Doctoral Student Fellowship

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Home institution: Université de Montréal, Montreal, QC

Host institution: University of Ottawa, Ottawa, ON

Dates of residency: September 7–20, 2025

I had the honour of receiving the 2025 Visiting Doctoral Student Fellowship, which enabled me to complete a research residency at the University of Ottawa from September 7 to 20. This residency, which was short but particularly intense, proved to be deeply enriching, both on a scientific and a human level. It constituted a significant step in advancing my doctoral work and in broadening my academic network within the Canadian scientific community.

1. Scientific guidance and support

My residency took place under the supervision of Professor Marie-Hélène Brunet, whose availability, rigour and caring made this an extremely formative experience. Her expertise in the field of history teaching, combined with her intellectual openness, allowed for invaluable scientific exchanges; these stimulated my process of reflection, by proposing new research avenues. Ms. Brunet's research, which relates to the place of



the Other (and more specifically to questions pertaining to gender and Francophones in a minority environment) in the historical representations of individuals and groups, as well as in methods of teaching-learning history, offer a particularly relevant perspective for a rich scientific collaboration.

Together with Professor Brunet, I began a more in-depth analysis of the words of teachers interviewed in the context of research for the “Portrait of Professional Practices” project, concerning their practices and the goals that they attribute to history teaching in connection with the Other (women, visible minorities, LGBTQIA+ communities, persons with disabilities, immigrant populations, linguistic or religious groups in minority or majority environments); through these reflections, we deepened our understanding of issues of equity, diversity and social justice associated with these questions.

2. Activities undertaken during the residency

The residency program was particularly varied and dense. I had the opportunity to:

- Participate in scientific and educational exchanges with Professor Brunet and several members of the academic community, which allowed me to compare my perspectives with those of the researchers working in other contexts.
- Facilitate course and reflection sessions with student-teachers in training, in the context of the course given by Professor Brunet. My intervention pertained to the different paradigms, goals and practices of history teaching. It was followed by a work and reflection session on particular history tasks, aimed at leading the students to reflect on the make-up and format of these tasks, as well as on the critical contributions that they can offer.
- Share the preliminary research results to which I contributed and promote stimulating discussions with students and colleagues.
- Explore the archives of the Centre de recherche sur les francophonies canadiennes (CRCCF).



These activities provided an opportunity for me to connect my doctoral project and analyses, on the one hand, with realities specific to the Canadian context, on the other, and to enrich my research corpus through new references and perspectives.

3. Scientific contributions and collaborations

A significant part of my residency was devoted to the advancement of the pan-Canadian project “Thinking Historically for Canada’s Future,” particularly regarding data resulting from the work of the team analyzing the “Portraits of Professional Practices.” We deepened core themes, such as:

- the representation of alterity and of the Other in the words of Francophone teachers, whether they come from majority or minority environments;
- Francophone identity issues associated with the teaching of history in different educational contexts.

These discussions enabled me to broaden the comparative scope of my own doctoral research and to better grasp the complexity of the relationships between history, memory and identity in plurilingual and multicultural spaces, in particular Canadian spaces. The ongoing dialogue with Professor Brunet enriched my theoretical perspectives and opened the way to new interdisciplinary collaborations.

4. Benefits and future perspectives

In addition to yielding immediate results, this residency led to concrete perspectives for scientific dissemination. A presentation has already been planned for a symposium organized by the CRCCF, and discussions are under way regarding participation in the 93rd ACFAS Conference, pertaining to a symposium on the teaching of history and Francophone identities. These opportunities for dissemination and networking will enhance the visibility of my research studies, as well as those to which I contribute, while at the same time fostering the development of future scientific collaborations between my home institution and the University of Ottawa.



5. Conclusion and acknowledgements

In conclusion, this research residency at the University of Ottawa was a consequential experience in my doctoral journey. I was able to receive attentive guidance, to develop solid research collaborations and to see concrete scientific benefits.

I would like to express my profound gratitude to Professor Marie-Hélène Brunet for her generous welcome and enlightening advice, as well as to the people in charge of the “Thinking Historically for Canada’s Future” project, Professors Carla Peck and Lindsay Gibson, for their trust and the opportunity they gave me. I also thank my Research Director, Professor Marc-André Éthier, for his assistance and unwavering support, as he always believed in my abilities.

This residency, at the intersection of human experience and scientific collaboration, represents an invaluable step along my path as a researcher and validates the relevance of the internationalization of doctoral studies.