Charte d'un atelier MATh.en.JEANS

Regardless of the grade level, a MATh.en.JEANS workshop provides students with a space for discovery, creativity, and engagement; an environment that encourages and values their initiative; a modern perspective on mathematics; and exposure to the world of mathematical research.
The workshop is based on a collaborative research approach: students are given the opportunity to explore, experiment, make conjectures, make mistakes, debate, communicate, and share their findings.

1. Essential Elements of a Workshop

Setting up a MATh.en.JEANS workshop requires the following essential elements:
– A volunteer researcher (faculty member, doctoral student, researcher, etc.).
– One school or, preferably, two partner schools, each with at least one teacher and a reasonable number of students.
– Research topics that are both engaging and substantive.
– A schedule allowing sufficient time for collaborative work in small groups, ranging from one to two hours per week.
– Regular meetings between the budding researchers, teachers, and the researcher, known as "seminars".
– A presentation of the research results. This can take various forms: a conference presentation, a show, a poster, an article, a video, an exhibition, etc.

Producing a scientific paper is an important step in the research process. Once an article has been written, it may be submitted to the **editorial board of MATh.en.JEANS**, in accordance with the guidelines established by the association. Submitting an article is a way to highlight students' work, not a means of seeking recognition or a ranking.

2. Role of the Teacher

– The teacher helps students clarify their thoughts, rephrase their ideas, and organize their approach, giving them the necessary time to do so.
– The teacher does not rephrase the problem, break it down into smaller questions, or solve it for the students.
– The teacher guides students in preparing their oral presentation and/or writing their article.
– The teacher ensures that the work presented truly reflects the students' efforts and understanding.
– The teacher educates students on the rules of citation, proper attribution of sources, and, more generally, the integrity of the scientific process.
– The teacher ensures compliance with this charter during workshop sessions, seminars, and events organized by the association.

3. Role of the Researcher

– The researcher selects the topic in collaboration with the teacher. The topic should not be a purely academic exercise or problem, nor should it be a simple literature review, and it should not be limited to a list of closed-ended questions; it should encourage students' initiative and imagination.
– Whenever possible, the researcher visits the schools, communicates via videoconference, or invites the students to their laboratory as part of research seminars.
– The researcher guides and encourages the students' inquiry.
– The researcher regularly reviews progress through dialogue with the students. The researcher also oversees the final validation of the research and, where applicable, the resulting written work.
– The researcher encourages students to articulate their reasoning and to distinguish their own findings from those obtained from external resources or digital tools.

4. The Prudent Use of Artificial Intelligence

Artificial intelligence tools can serve as complementary resources in a research process, provided their use remains prudent, transparent, and supportive of students' work.
In particular, they can be used to help rephrase a question, explore a line of inquiry, compare different formulations, or assist with certain stages of formatting.
However:
– Artificial intelligence must not replace students' research, reasoning, or creativity.
– An answer generated by AI does not in itself constitute a demonstration, proof, or research result.
– Results provided by AI must be verified and discussed.
– Students must be able to explain the reasoning, results, and conclusions presented in their work.
– When a significant use of an AI tool has contributed to a piece of work, this must be transparently disclosed.
– The use of AI must not result in the production of an article or presentation whose content students do not fully understand.
The goal is to make AI a tool that supports research and learning, not a substitute for research work.

5. Essential Principles to Follow

A MATh.en.JEANS workshop adheres to the following principles:
– Do not turn it into a workshop focused on academic excellence or a competition.
– Do not select students, either during the research phases or for the presentations.
– Open the workshop to volunteer students, supervised by one or more volunteer teachers.
– Encourage cooperation, mutual support, active listening, and the constructive exchange of ideas.
– Recognize the right to make mistakes, to experiment, and to pursue lines of inquiry that do not lead to a conclusion.
– Respect the work, ideas, and outputs of other groups and other workshops.
– Cite and respect the sources used in research and projects.

– Avoid systematic reliance on the Internet during research sessions.
– Use digital tools, including artificial intelligence tools, thoughtfully and in a manner consistent with the research process.

6. Conference: A Space for Research, Networking, and Sharing

The MATh.en.JEANS conference is a highlight of the program. It allows students to present their work, discover the work of others, meet researchers, and exchange ideas with other young people engaged in research.
The conference is not a competition. The quality of a research project is not measured by the performance of its presentation or by comparison with other groups' work.
Each conference participant agrees to:
– Listen attentively and respectfully to others' presentations.
– Ask questions in a spirit of curiosity and understanding.
– Embrace differences in skill level, approach, culture, and perspective.
– Foster exchanges and dialogue among the various workshops.
– Treat students, teachers, researchers, organizers, and staff with kindness.
– Adhere to speaking time limits and the guidelines provided by the organizers.
Comments and critiques should focus on ideas, methods, or results and be expressed in a constructive and respectful manner.

7. Respect for Premises and People

MATh.en.JEANS events are hosted at schools, universities, laboratories, convention centers, lodging facilities, or other partner organizations.
Each participant agrees to:
– Respect the premises, materials, and equipment made available.
– Follow the specific rules of each host location.
– Keep the spaces clean and help maintain them in good condition.
– Respect common areas and rest periods.
– Behave respectfully toward everyone they encounter.
– Follow safety rules and the organizers' instructions.
The materials, facilities, and resources made available for the conferences are shared resources. Their use must ensure that the participants who will host us tomorrow can benefit from the same conditions.

8. A Community Based on Exchange and Kindness

MATh.en.JEANS brings together students, teachers, researchers, college students, school staff, and numerous volunteers around a common goal: to foster a mathematical research approach that is open to everyone.
Everyone contributes to this community, and everyone should be able to find their place within it.
Kindness does not mean compromising on scientific rigor. It means allowing everyone to grow, ask questions, make suggestions, make mistakes, and try again—all within a respectful environment.

Interaction among participants is encouraged and is an essential part of the MATh.en.JEANS experience.

Charte adoptée par le Conseil d'Administration le 23 septembre 2026

Commitment
By signing this charter,
Mr./Ms. ……
☐ Lead instructor
☐ Supervising researcher
for the workshop …… .
at the institution ……
(city: ……..)
agrees to abide by the principles set forth above and registers this workshop as part of the activities of MATh.en.JEANS.
Done at ……., on ……
Signature:
……..