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| ***CHAPTER TITLE*** | **HUMAN BEING DEVELOPMENT: A HOLISTIC AND COMPLEX REVIEW ON THE SOCIAL DIMENSION** |
| **AUTHOR(S) NAME(S)** | **Bertrand Dupuy, Roger Boileau, & Tegwen Gadais** |
| **CHANGES MADE IN RESPONSE TO REVIEWER** | *Review 1 (R1) We had the “initial warnings” (p.1) section to explain the reason of this study and education perspectives.* |
| **PAGE(S) IN REVISED CHAPTER** | *p.1, p.10, p.11* |
| **AUTHOR(S) COMMENTS** | ***For Review 1***  *We precised in the abstract that is a theoretical chapter, tried to buy a conceptual model of the literature on the social dimension for the human beings development (p.1).*  *We didn’t add more literature on the conceptions of Bronfenbrenner's ecological approach because it is a very well known model and the focuse of our paper is elsewhere. If we added more on this approach, writing could be affected and we eventually lost the flow of the paper. However, Bronfenbrenner’s ecological approach is explained through the building of the different steps of the model, making reference to the essential of the theory.*  ***For Review 2***  *We tried to consider this comment “I suggest that in Fig. 4, the arrows corresponding to the ”influences” to be insert in the middle of the image, from up (external) to down (internal) and vice-versa. It could be more visible in this way.” However, after few try we gave up because it was not easy to use those arrows. Maybe Reviewer 2 can explain more in detail what his proposition, this way we can consider it for the final version of the chapter.*  *As mentioned, we added some comments related to tendencies inside the discussion section (limits of the study). But we skipped it in the first version because of the limit of words allowed (5000words). If editor agree with this add, then we can keep it.*  ***For Review 3***  *This model build on literature review is one of the first about human being development and his global education. Meaning that references are more about how the model / review can help us to better understand human being and apply education to deserve it. We also changed the title to enhanced the extensive review process, but holistic and complex should be good elements to refer to it.*  *On this comment, “The literature review is sparse, and few recent sources are cited. It would benefit from further development” we cited literature regarding our review and its goals and pertinent to realize this first model. More recent studies tend to be too specific and are useful to understand human being social dimension from a global perspective. However, if some studies appear relevant we would be happy to add them to the chapter.*  *We added a part in the discussion section to address “the implications of social constructs in democratic societies and their application to educational issues”. Once again, based on the limit number of words allowed (5000) It was impossible to provide more details (same about the method) Dupuy’s study provides a complete explanation of the method used, but it was not our focuse in this study. Hope the new version could address this comment.*  *1-Given that this is a complex review, as per the title of the paper, the literature review presents few sources, and even fewer recent sources in support of the research. It could be further enhanced by including other similar, more recent studies on social aspects of human development.*  *See answers behalf.*  *2-The author states that the research protocol has been further explained in other studies, which suggests that readers should look up the identified studies to further inform themselves on the research method. The Method section should be further developed, with the citations as support of the described method rather than sending the reader to a secondary source for more information.+ 3-The different phases of the model are briefly explained. More detail and literature support would be needed for every phase in order to truly consider this research a “holistic” and “complex” review.*  *We had the entire text explanation about method. However we tried to limit those explanations because of the limit of words. See the section below.*  *4-The discussions and conclusions do not address the limitations of this research. It would be important to include an explanation of these limitations.+ 5-The discussion section simply restates the information that is presented in the model. The paper would be further enhanced by the inclusion of an explanation of the implications of this research.*  *We added some comments related to tendencies inside the discussion section (limits of the study). But we skipped it in the first version because of the limit of words allowed (5000words). If editor agree with this add, then we can keep it.*  *6-The paper is written sometimes in the first person, and sometimes in the third person. The voice should be consistent throughout the paper.*  *We made correction through the paper.*  *7-In the conclusion, it is indicated that the goal of this exploratory study is to improve human development. This may be more accurately formulated by indicating that the goal is to further inform on different aspects of human development*  *We precised in the abstract that is a theoretical chapter, tried to buy a conceptual model of the literature on the social dimension for the human beings development (p.1).* |

(Reviewer 3, Comment 3)

2. Methods

The realization of this work was orchestrated around a grouping of points of view and related knowledge on the social dimension of human beings, stemming from currents of thought and different times. Therefore, all the notions used are the result of reflections or work already existing, and the present study of qualitative type was the subject of a content analysis, which "consists of dismantling the structure and the elements of this content to highlight its different characteristics and to make their meaning clear" (Laville & Dionne, 1996). In other words, we have analyzed authors' concerns more closely around lexical fields in order to extract a selection of content of interest around the social development of human beings.

While the emergence of different social contexts was the result of cross-readings by ancient authors belonging to a Western literary tradition and more contemporary researchers, their arrangement was made, among other things, around the conceptions of Bronfenbrenner's ecological approach (1979); an approach widely used in developmental psychology syntheses (Bee & Boyd, 2003; Berger, 2000; Papalia & Olds, 1989). The schematization of the results obtained finally took shape within an integrative model, the construction of which was carried out in four successive stages (or successive layers). These phases of construction are important to facilitate its reading and understanding that take place on several levels. Therefore, the model will be represented by four figures that in reality only form one that becomes more complex as we added the different concepts.

2.1 First step: review of key authors of the Western tradition

We decided to begin our research with a historical-cultural study of man rather than an inventory of current writings on the subject of his social development. This allowed, first, to keep an open mind, a "naive" look, little influenced by contemporary conceptions, and necessary for the inductive and progressive development of this type of work. Then, sweeping through such a great period of Western history appeared as a pledge of confidence in the emergence and recurrence of different elements of a possible summary table.

Therefore, the field of this research is based, firstly, on a census of writings concerning key thinkers of the great periods of human history and Western societies. We initially sequenced our documentary pool according to the following periods: the Greek period (between the 3rd century BC and the 1st century), the Roman period (between the 1st and 5th century), the Middle Ages (between the 5th and 15th century), the Renaissance (15th to 18th century), the century of Reason (18th century) and the modern era (19th and early 20th century).

For each epoch, we drew up a spontaneous list of thinkers. It was expanded following the meeting of researchers from different fields  History, Philosophy, Sociology  to which we explained our approach. Finally, this list has improved following the reading of the works consulted (Appendix A).

2.2 Second step: systematic review of contemporary authors

We have selected a number of relevant books. We have tagged our research around several lexical fields and keywords (social development of the person, human development, citizen, citizenship, socialization, personal fulfillment, happiness, living together, live happily, interpersonal relationships, social space) that have been associated with each author. The databases of the catalog of the library (Ariane), but also Francis, Eric, Sociology Abstract, among others, were questioned to sweep the period from antiquity to the present day.

Subsequently, the selection was followed by a summary reading (summary, introduction, conclusion, table of contents) in order to first identify the notions and lexical fields that appeared relevant to an integrative model used as a basis for social development of human beings. This targeted reading strategy allowed faster access to relevant information. Therefore, it is easy to understand that all the works consulted for this research have not been read in their entirety. However, they all contributed to the development of the integrative model through the concepts they addressed, the precision they offered about the author consulted or even the context of the time when the writings appeared.

This inductive approach has allowed us to shape our thinking and develop our model as we read and collect data from the Grounded theory perspective (Glaser & Strauss, 1967).

2.3 Third step: organization and data collection

The collection of data was organized around the division of contents. In other words, a selection of relevant elements was made within the collected documentation. Thus, everything relating to the various lexical fields mentioned above was taken into consideration in order to constitute a database of important data with respect to the social development of the human being, especially to perceive the emergence of the themes in the thought of the authors, their recurrence in their writings, but also between the different authors of the same time.

2.4 Fourth step: categorization data analysis

All this information, once harvested, has been categorized. These emerging categories have been defined according to the open model; that is, they "are not fixed initially, but take shape during the analysis itself" (Laville & Dionne, 1996). In this conception of the approach, the categories emerged at the end of a "regrouping" of periods. Three sets have been created: (a) the Greek, Roman and Middle Ages, (b) the Renaissance and Reason centuries and (c) the modern period. In order to make the synthesis of ideas functional, double-entry tables (Authors/Categories) have been drawn up for the different groups presented previously (Appendix B). Thanks to this progression, it was possible to "obtain a first set of rudimentary categories. This set is the starting point of an approach which, in successive stages, will lead to the final categories" (Laville & Dionne, 1996).