

Call for papers - Session (S4-2) Otherness as a vector of pedagogical innovation

Since 2015, educational innovation has been supported in France by the Ministry of Higher Education (National Strategy for Higher Education, StraNES, 2015). The latest report on the research and development of lifelong learning (Becchetti-Bizot et al., 2017) bears witness to this: in a world where change is accelerating, it seems essential for individuals, organizations and states, to be able to adapt to evolve at all ages. It is urgent to reflect on the transversal conditions and skills that will enable organizations and individuals to prepare for these changes, either through initial training or during their professional career. This is even one of the priorities for sustainable development in the United States. For this purpose, new teaching methods, digital or not, have been introduced or tested in universities, such as project-based pedagogy, reverse pedagogy or the use of e-learning to complement lectures. Sciences Po is experimenting with educational adaptations around "invisible" (cognitive and psychic) disabilities (Innovative Pedagogy and Support Guide, Sciences Po, 2016) and highlights the usefulness of these innovations for all students. This observation is recalled in several books (including Ordoñez de Pablos, 2011 and Jeffres M., 2017) and is highlighted in a UNESCO report (De Watkins, 2014) which is a guide to good practice on the use information and communication technologies for inclusive education. The StraNES (2015) provides for social inclusion in a broad sense to fight social, gender and territorial inequalities (proposal 11: develop social accessibility and act for inclusion). What are these pedagogical innovations that improve the accessibility of knowledge? Do they really benefit at large scale to the students?

In order to better understand if and how otherness is a driver for pedagogical transition, the expected contributions for S4-2 relate to: pedagogical innovations, digital or not, why (intention) and how are built (participation of the public concerned, partnership with associations, interdisciplinary projects); the impact of these educational innovations for all individuals. This will allow to cross the knowledge on pedagogical practices in order to optimize the offer and the interactions with the learners. In a complementary way, are also welcome, the communications which deal with the pedagogy for example and project, the scientific popularization, the accessibility of the digital educational resources, inter/transdisciplinary.

The information on the Conference

(presentation, calls for papers, registration, etc.) is available on the website:

<https://transitions2020.sciencesconf.org>

Students in PhD and Master 2 are invited to register on the conference website (free registration subject to availability)



Les transitions écologiques
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Calendrier :

- **Septembre 2019**
Lancement des appels à communication,
- **20 janvier 2020**
Date limite de soumission
- **Février 2020**
Réponses aux auteurs (exposés, posters)
- **Octobre 2019 à Mai 2020**
Inscriptions en ligne
- **du 22 au 26 juin 2020**
Colloque à Toulouse

Guidelines for communication proposals (format and submission):

- The communication proposals for this session are to be sent by email to:
laure.laffont@get.omp.eu; camille.dumat@ensat.fr; eva.schreck@get.obs-mip.fr;
dominique.broussal@univ-tlse2.fr, before January 20, 2020 with the subject "Proposition T2020".

- They will be examined by the scientific committee of the sub-session also composed of: Dr. Lena; Dr. Bories O., PR Vergnolle-Mainar C., Dr. Bonnefond P.

- Proposals for communication must comply with the following instructions: times new roman, font size 12, single spaced, 2.5 cm margins. They include a title in bold italic (times new roman 14), mention the author (s) with footnotes their status and their institutional attachment, indicate 5 key words. Proposals have a maximum of 600 words (including bibliographic references). You can indicate Oral exposure or Scientific Poster.



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22-26 juin
2020

