

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

University of Abdelhamid Ibn Badis-Mostaganem

Faculty of Social Science

Laboratory of Dialogue of Civilizations, Cultural Diversity and the Philosophy of Peace
(DIACICULT)



UNIVERSITE
Abdelhamid Ibn Badis
MOSTAGANEM



Call for papers

National Conference

Towards Teaching and Performing Practices: Challenges on Training Engineering

Jun 6th, 2021

University of Abdelhamid Ibn Badis, Mostaganem ,Algeria.

The Symposium Problematic:

The inherent questions to the teaching disciplines, as diverse as they are, trouble the public authorities. The reasons are so simple, from the one hand; the socio-economic context in constant progress makes of the quality of school and educational systems of a major issue. From the other hand, the improvement of learning for everyone keeps being the nodal point of concerns for which the ministries (Ministry of Education, Minister of High Education and Scientific Research they have all agreed.

It is worth noting with the intention of meeting socio-economic expectations that the tutorship must improve the quality of teaching. It is still necessary for this purpose to create the feeling and desire to like teaching within competent people to provide appropriate and high quality of teaching to which all learners (all cycles combined) could have access to it. “Competent teachers” or “teachers’ competence” is at the heart of socio-political debates. In order to achieve it, it would be appropriate to underline the hard, as well as complementary missions, both assigned to the teacher (all disciplines combined). Let’s remember that in an electric approach, all teachers ask themselves about transmitting knowledge, and evaluating the acquisitions: it is one of the many assigned tasks to the Didatician. This latter is called to ask himself *inter alia* about the contents to teach, to choose the efficient methods for an optimal construction of skills (knowledge), and to fix achievable objectives for optimal and expected results. For this purpose, he must structure, diversify, and differentiate his teaching. In other terms, he must acquire enough teaching skills; since he is *prima facie* the decision maker.

Moreover, by virtue of his role of being a pedagogue, he must concentrate on the learner and be concerned with improving his learning. In a constructive approach, he helps the learner how to master knowledge by rebuilding it. Must having diagnostic knowledge, the pedagogue should keep a constant attention on the whole classroom, anticipate and prevent in an informed manner, help learners to live with the others.

As a specialized educator, the teacher must furthermore inculcate his learners the values, so as those latter could mobilize them outside school. Being a mediator by excellence, he focuses on their physical development, intellectual, as well as moral.

In a teaching approach, the teacher intervenes in an adequate manner, as well as *progressive*. Being obliged to master the knowledge of management of social and disciplinary aspects, he secures and promotes the participation, the motivation, and the empowerment/accountability of the learners. And as **an educational psychologist**, he is doing an educational support considering the child/ the teenager as a whole, in his familiar environment, scholar and beyond.

Nevertheless, are teachers willing to install at the learners **entrepreneurial skills**? Are they trained to enterprising pedagogy?

To face actual socio-economic challenges, the guardianship must preserve a preponderant place to the development of entrepreneurial capacities. In an enterprising

approach, teaching must inevitably develop in the young learner _a future citizen taking part in the development of his/her nation _the entrepreneurial spirit in classroom. In order to get there, academic researchers must imperatively bring up-to-date pedagogical approaches, which develop the **ENTREPRENEURIAL SPIRIT** when teaching. And this is the major challenge of Human Science and Social, as well as in educational science of researchers.

To face such actual socio-economic challenges, the guardianship must reserve a prominent place to the development of entrepreneurial capacities. In an enterprising approach, the teacher must unavoidably develop in the young learner _a future citizen taking part in the development of his/her nation_ the entrepreneurial spirit in classroom.

In order to get there, university researchers/scholars must imperatively bring up to date pedagogical approaches, which improve **ENTREPRENEURIAL SPIRIT** in teaching. And such is the major challenge of Human Science and Social, as well as in educational science of researchers.

Despite several debates led by a set of researchers on the question of teaching competences, professionalizing competences, the training of effective teaching practices... it must be important to underline that the discussions animating the topic of an **entrepreneurial Pedagogy and treating the entrepreneurial spirit** remain below the targets assigned to Teaching training.

Entrepreneurial action, often contained in one of the texts, tackles the improvement of the learner when to know how to be, his/her knowledge based, and his/her particular know-how. Teachers who are worried about the efficiency of their teachings “must be able to prepare learners to live in a society and economy in which one may expect them to learn in an autonomous way, desirous, and able to carry on their learning along their lifetime.” (Barry MCGAW, 2005, p.7)

In sum, the teacher is an active practitioner. As such, he intervenes and formulates three essential functions, his main task is to educate, to teach, and to instruct. The competent teacher or where the teacher competence lives in this capacity “adaptative, emotional, rational, cognitive, scalable, and multifaceted...”, which frames the intelligence in an enactive perspective.

Our topic fits into constructive debates of ideas, for this purpose; we are waiting from this national conference led by researchers’ teachers specialized in the field of educational sciences, of social and human sciences, as well as in the field of governance and management of companies to share their research experiences in view of finding solutions, as answering the following questions:

- For an effective management of the classroom, how could the teacher come to bring a new drive to his professional practices?
- How to integrate the paradigm of “entrepreneurial competence” in training engineering?

- The pedagogy of “learning to learning” is it really part of the program of support to the educational Algerian reform?
- When the paradigm “ENACTION” will take place in the device of the training, trainers, and trained, in Algeria?

In order to expand this research field, the propositions of communication may tackle one of the following aspects:

Axe 1:

- Managerial approach of “the trainer/trained” in/for the construction of professional competences.
- Teaching training of the trainer (all disciplines combined): an approach supporting the construction of professional competences.
- Challenges of pedagogical measures efficient on the development of the “teaching” profession?

Axe 2:

- “Enterprising” approach: an alternative approach in higher education system.
- Educate in the spirit of entrepreneurship at school: for which resources?
- Educational action and performance: how to create an entrepreneurial spirit, in classrooms, today?

Axe 3:

- Towards INTELLIGENT ENACTION: the teacher challenging the formation engineering.
- ENTREPRENEURIAL APPROACH. VS. ENACTIVE PERSPECTIVE: teaching practices seeking performance, in Algeria, today.

Axe 4:

- The impact of “learning to learning pedagogy” on the transformation process of the representations at the learner’s level.
- From management knowledge of social and disciplinary aspects to the trainer action: how to come to create an entrepreneurial spirit in classroom, today?
- Involve the learner in meaningful projects for society: for which approaches?

The Scientific Committee of the Forum:

President of the Forum

Dr /BERBER Hafida (University of Mostaganem, Algeria).

Pr / MALFI Abdelkader	University of Mostaganem, Algeria).
Pr / BRAHIM Ahmed	(University of Mostaganem, Algeria).
Pr / CHACHOU Ibtissem	(University of Mostaganem, Algeria).
Dr /ACHAB Djamilia	(University of Oran02, Algeria).
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Dr / TILIKET Farida	(University of Mostaganem, Algeria).
Dr /BERBER Hafida	(University of Mostaganem, Algeria).

Participation requirements and deadlines:

The proposed papers shall be presented in the form of Word according to the attached formal regulations and sent in the form of an attached file within the deadlines to the electronic address of the forum:

hafida.berber@univ-mosta.dz
berberhafida@yahoo.fr

Deadlines:

- **January 15, 2022:: forum's announcement.**
- **April 15, 2022 :** Proposals submission deadline: (title + brief summary).
- **April 30, 2022 :** Notification of acceptance.
- **May 20, 2022 :** Deadline for receipt of final papers according to the desired shape.
- **May 25-30, 2022 :** Notification of the speakers about the scientific committee decision.
- **June 06, 2022:** Conference days .

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The formal Criteria of Participants' interventions:

- Interventions can be edited in one of the languages : Arabic, French or English in a range of 15 pages.
- The font for Arabic entries is Simplified Arabic size 14, and for French entries is Times New Roman size 12.
- The Abstract should not exceed 150 words and should be accompanied with key words which do not exceed 10 words.
- The references should be attached to the end of the article and should correspond to the drafting standards displayed in the following way:
 - The author, the title of the reference in italic, the name of the translator in case of translated work, the name of the publisher, place of publication, edition if found, year of publication and finally the page.
 - The references retrieved from the net should be displayed in this way:

Gutierrez-Jones, C. (2002, July 21). *A history of affirmative action in the U.S.* ADD Project, University of California at Santa Barbara. Retrieved November 4, 2003 from <http://aad.english.ucsb.edu/docs/history-aa.html>

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University of Mostaganem (DIACICULT)**

Form to participate:

Full name:

Position / Rank:

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Intervention axis:.....

Intervention’s title:.....

Abstract:

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Key words:.....

For those who want to take part in this conference should fill this form and send it to the following E- address:

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