



Panteion University

of Social and Political Sciences

Département de communication, médias, culture

Call for paper

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Athens, Greece

**Hybridization of training: from continuity to pedagogical
innovation?**

Organized by**The Institut méditerranéen des sciences de l'information et de la communication****(Imsic, Université de Toulon and Aix Marseille Universités)****The Centre de recherche sur les médiations (Crem, Université de Lorraine)****The Département de communication, médias, culture de l'Université Panteion**

Hybridization of training:**from continuity to pedagogical innovation?**

If the question of the hybridization of training finds a particular echo today, it is however not recent and does not date from the current crisis linked to the COVID-19 pandemic. As soon as telecommunications became popular, educational programs were offered on radio and television – generally under the expression of distance learning - thus making it possible to combine presence and absence in specific educational systems¹. The objective was to allow people who are, physically or for personal reasons, unable to access training with a perspective to democratizing and massifying education. The hybridization then specifically concerned a mixed education, in which distance courses were combined with face-to-face sequences in specific places. These courses were then mainly organized in dedicated structures, pioneers of distance learning, (Remond, 2017). The adoption and popularization of the term "hybridization" to designate these forms of teaching, combining face-to-face and distance education, bears witness of the end of the debates within the educational community to oppose distance vs. presence (Remond *et al.*, 2020; Knauf and Falgas, 2020; Peraya *et al.*, 2014).

In the 2000s, the arrival of digital technology saw the development of new information and communication technologies, making it possible to envisage an opening of the distance education market while keeping the costs under control (Morin, 2003). From an institutional point of view, hybridization then seems to be increasingly used "to satisfy the various injunctions received by teachers, in terms of productivity, evaluation, and labeling" (Paquienséguy and Perez-Fragoso, 2011). In the field, however, teachers find in these new tools a means of renewing their teaching, by offering methods adapted to new audiences with a concern for quality. The capacity of institutions "to support the construction of students' skills

¹ Founded in 1972, Têluq University is one of the first French-language university teaching establishments in North America to remotely and continuously offer all of its courses and programs at the three university levels.

(general and digital)” and the development of demanding and multidisciplinary research are questioned (Loisy and Lameul, 2015). Today, "hybridization" no longer seems to be exclusively defined as a particular distance learning device, but as a systematic integration of digital technology to support teaching and individualize courses. It can cover different dimensions: methods of training organization, engineering process, techno-pedagogical choices, teaching/learning process or individual pedagogical paradigm (Peltier and Séguin, 2021).

In addition, the recent health crisis and widespread use of distance education has accelerated the political agenda in terms of hybridization. This is evidenced in France, for example, by the launch of the 4th Future Investment Programme (FIP) announced in September 2020, in which digital education is cited as a priority and a strategic investment in this recovery plan². However, if digital education appears as a solution for the future, there is a great risk that it will further widen the gaps, both nationally and internationally. In 2018, the 12th edition of the Ticemed symposium had already examined the conditions conducive to changes in pedagogical practices by presenting contrasting initiatives despite the proliferation of digital resources available at the international level, and respectful of local contexts (Remond *et al.*, 2021). The appropriation of new technologies in teaching does indeed require time, training and presupposes experiments from the field itself. They are therefore difficult to generalize, while remaining adaptable to different situations.

Since 2003, the international association Ticemed and its biannual symposium has provided a framework for reflection on the integration of digital technology in education: from the question of the human being in distance learning, to the challenges of multiculturalism in an educational context (Bonfils *et al.*, 2015), through the opening of sources (Massou *et al.*, 2019), media education (Bonfils *et al.*, 2020) or pedagogy in secondary and higher education (Bonfils and al., 2016; Remond *et al.*, 2021). By bringing together a group of scientific actors from around the Mediterranean, the accumulated corpus of scientific studies has made it possible to reveal a set of issues around educational mediation and transformation with digital technology, in various educational contexts within the Francophonie and in other cultural contexts.

For its 13th edition, which will take place in face-to-face mode at the Panteion University of Athens on October 17 and 18, 2022, the selected issue aims to bring together scientific

² About the recovery plan, see: <https://www.gouvernement.fr/4eme-programme-d-investissements-d-avenir-20-milliards-d-euros-pour-l-innovation-dont-plus-de-la>. Consulted on the 13th of October 2021.

contributions allowing the adoption of a reflective and critical posture in the face of the consequences of "pedagogical continuity" on pedagogical innovation with digital technology:

- How has the university (and school) form adapted to the constraints of the pandemic? Are these changes temporary or permanent?
- To what extent has the situation of generalized and constrained distance education revealed complex and ambiguous relationships with pedagogical innovation and the uses of digital technology in education?
- To what extent has the health crisis revealed fractures, unthought, oppositions of values on the educational uses of digital technology within the educational community?
- To what extent has it, on the contrary, proved to be an accelerator of innovation and/or change in pedagogical and digital practices among teachers and learners?
- Has the return to face-to-face at the start of the 2021 school and university year marked a total or partial reappearance of practices prior to the health crisis, or is it the beginning of new hybrid and sustainable practices?
- Has pedagogical continuity given rise to new expectations on the pedagogical uses of digital technology among learners and teachers?
- What is the impact of the health crisis on the evolution of digital learning and teaching environments and/or ecosystems offered by institutions? What about personal digital learning environments?
- What are the new forms of teaching hybridization that have emerged through the constrained use of digital environments during the health crisis and how have these new forms redefined teaching and student practices?
- What are the scriptwriting modalities of connected educational environments and online course offerings that complement or purport to replace face-to-face courses?

The organization of this 13th edition of the international colloquium of Ticemed association within the Department of Communication, Media and Culture of Panteion University of Social Sciences and Politics is not risky. More than a postponement (caused by the health restrictions linked to the pandemic during the previous edition of the conference), it is part of a strong desire to think about the issues of hybridization of training in connection with the cultural repercussions – even transcultural – in their communication dimension.

It will be particularly important to examine the forms of hybridization that cross the educational field and the learning communities, which are linked to the massive - sometimes constrained - use of online teaching and learning environments, and redefine the professional practices of teachers and, more broadly, mediators, but also students.

Ticemed 13 thus aims to draw up an inventory of the relationship between education and digital technology in a post-COVID context. However, and as far as possible, it is hoped that communication proposals link recent events to past initiatives in order to (re)put them into

perspective, to understand how and to what extent, this relationship could sometimes be prefigured both in public policies and in more confidential field initiatives.

Indicative bibliography:

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Remond, É., Dumas, P. et Burgos, D., 2020, « Entre distance et présence : La formation à l'heure de l'hybridation. Réception des propositions sous la forme d'un résumé de 2 pages : 15 avril 2019 », *Distance et médiations des savoirs*, 30. <https://doi.org/10.4000/dms.4958>

Remond, É., Massou, L. et Bonfils, P., (dirs), 2021, Mondialisation et usages locaux du numérique dans l'enseignement supérieur, dans *ibid.*, *Enseignement supérieur et numérique. Mondialisation, mobilités*, « Questions de communication, Série actes », Presses universitaires de Nancy-Éditions universitaires de Lorraine, p. 7-22.

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Submission process:

Conference languages: French, English.

- **Abstract proposal: Proposals for an anonymous communication** (2 500 signs), in French or in English.
- **Text for the pre-acts on line of the conference** (15 000 signs): French or English, with two summaries (in French and in English), and a possible third summary in the native language of the author (following the instructions which will be provided to authors upon acceptance);
- **Oral communication** (20 minutes + debate): French or English with a visual support in French or English, according to the instructions that will be provided during the final acceptance;
- **Publication of a selection of texts in a book** of the "Series acts" backed by the journal *Questions de communication* **and / or in a special chapter** of the online journal *Distances and Mediations of Knowledge*: modalities to be specified later, texts submitted to a double-blind evaluation, in French (for the "Actes" Series) and / or English (for *Distances and Mediations of Knowledge*).
- Selection procedure for communication proposals and pre-acts: **Double blind evaluation by the scientific committee** of the symposium at all stages of the process.

Deadlines:

- **March 28, 2022**: Abstracts (2 500 characters) must be submitted electronically on the conference platform: <http://ticemed13.sciencesconf.org/>;
- **April 11, 2022**: Notification of decision for abstracts submitted

- **June 27, 2022:** Submission of the full text of the communications (15 000 characters) on the conference platform: <http://ticemed13.sciencesconf.org/>;
- **September 5, 2022:** Notification of decision for papers submitted (with eventual propositions of revision);
- **October 10, 2022:** Submission of the definitive text of the communication for the pre-acts on line on the conference platform: <http://ticemed12.sciencesconf.org/>.
- **October 17-18, 2022:** Ticemed13 Conference, Panteion University, Department of Communication, Media and Culture, Athens, Greece.

Abstract proposals and full texts will be submitted on the platform in .doc format, after having been anonymised (no nominative references to the author's publications, whose name will be replaced by the mention "author"). In case of technical difficulty, contact

ticemed13@univ-tln.fr

No communication proposal sent by email will be examined.

You will gradually find all useful information on the conference website: www.ticemed.eu

For any questions, you can also contact:

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