



CALL FOR PAPERS Hybrid International Conference

The Assessment in the Algerian University Context

Vary Assessment, Evaluate Variation

COLINTEVACONTAL2024

University of El-Oued, November 25th and 26th, 2024

<https://colintevacontal2024.sciencesconf.org>

We are pleased to inform you that the French department of the Faculty of Arts and Languages of the Echahid Hamma Lakhdar University of El-Oued, will organize on November 25th and 26th, 2024 a hybrid international conference relating to evaluation in the Algerian university context.

Conference Theme

Reflections carried out in the context of language teaching-learning continue to revive debates on pedagogical and didactic practices related to classroom assessment. The evaluation in this context can be of a quantitative, quantified category, targeting the comparison of an achievement to a standardized external referent. It can be of a qualitative category, put into words, aiming to contextualize an achievement in relation to a personalized and socialized internal referent. (Rispaïl, 2018:50)

This class, also called miniature society has really witnessed rapid development designed essentially on numerous principles that rely on the acceleration of globalization that the whole world has experienced, the constant educational innovation experienced by the systems and the societal change that characterizes the world today.

Proposing evaluation as a theme in this context is therefore never considered old. It remains a frequent problem on the global didactic-pedagogical scene which once again raises so many questions relating to the critical view on the question of evaluation at university:

Where are we now in terms of evaluation? Who evaluates who? How are we evaluated within language departments? Is this a system imposed by the institution? Are students' skills valued or devalued through the current assessment situation? Have we really achieved the intended objectives? Can we evaluate differently?

In order to advance the thinking of communicators, we highlight several points. First, standardization of concepts is requested to dispel the confusion between evaluation and rating; evaluation & control; knowledge & skills. In addition, we deal with how evaluation is implemented within the different higher education institutions in Algeria and how to put it at the service of teaching-learning systems.

This scientific event is an opportunity to establish a rich debate in several phases centered on the most important issues of the practices adopted in class at the Algerian university.

In this sense, we formulate several questions, for information only and not limitation, which revolve around this reflection:

1. What is the place of evaluation in the curricula suggested to higher education establishments?
2. What are the dysfunctions noted on the different levels that have a relationship with these evaluative practices?
3. What are the difficulties encountered by the partners in the teaching-learning situation?

4. What are the functions of the grade awarded to the university student, particularly in language classes?
5. How to use the different elements of the evaluation? What about remediation in the academic context?
6. Are evaluation practices influenced by the Covid 19 pandemic?
7. What about these practices in the era of digital technology and official intelligence?

The primary objective of this scientific event focuses on improving the performance of university teachers in terms of evaluation; the recognising the efforts made by the student; revising educational learning evaluation systems and improving grading practices in classes.

This conference also seeks to highlight the educational evaluations' conditions in the different education systems. Consequently, it is also about feedback on existing evaluative practices at the Algerian university. Evaluation has become the catalyst for methods to judge the success, efficiency or failure of students, their actions and their projects. It also represents a decisive factor in ensuring lasting results in promoting student skills.

Tracks

Axis 1: The Role of Evaluation in Program Design

Axis 2: Evaluation at the Service of Learning: Between Formative and Remedial Logic

Axis 3: Evaluation and the Reality of Teachers' Pedagogical Action

Axis 4: Exploiting Evaluation Results: Bridges or Barriers Between Micro, Meso, and Macrostructures?

Axis 5: Assessment Tools in Language Classrooms: Allotted Time, Action Time, Feedback Time?

Axis 6: Evaluation and 21st-Century Skills

Axis 7: Evaluation in the Age of Digitalization and Artificial Intelligence

Axis 8: Evaluation in the Post-Pandemic Context

In addition to the axes mentioned, a session will be dedicated to original communications from various which revolve around themes having a relationship with didactic-pedagogical innovation.

Indicative bibliography

- ❖ Abdelbaki BENZIANE, « Guide d'évaluation et d'auto-évaluation axées sur les résultats des établissements d'enseignement supérieur algérien » Editions DGRSDT CRASC, 2014, 128 pages.
- ❖ André DE PERETTI, Organiser des formations, former, organiser pour enseigner, Paris : Hachette Education, 2000, 304 pages.
- ❖ André DE PERETTI, Jean BONIFACE et Jean-André LEGRAND, « Encyclopédie de l'évaluation en formation et en éducation, guide pratique », Issy-les-Moulineaux : ESF éditeur, 2000, 560 pages.
- ❖ Astrid BROUSSELLE, François CHAMPAGNE, André-Pierre CONSTANDRIOPOULOS et Zulmira HARTZ, « L'évaluation : concepts et méthodes » 2ème édition mise à jour, Les presses de l'Université de Montréal, 2011, 335 pages.
- ❖ Bernard HUGUETTE, « Evaluer, améliorer et valoriser l'enseignement » Guide à l'intention des universités et des collègues » Québec : ERPI, Education, innovation, passion, 2011, 331 pages.
- ❖ Boubekeur BENBOUZID, « La réforme de l'éducation en Algérie. Enjeux et réalisations » Alger : Casbah Editions, 2009, 320 pages.
- ❖ Cercle de Recherche et d'Action Pédagogiques-Cahiers Pédagogiques, dossier « L'évaluation pour apprendre » n°568, mars 2021, 76 pages.
- ❖ Cercle de Recherche et d'Action Pédagogiques-Cahiers Pédagogiques, dossier « L'évaluation en classe » H/S n°39, avril 2015, 106 pages.
- ❖ Cercle de Recherche et d'Action Pédagogiques-Cahiers Pédagogiques, dossier « Actualité de la pédagogie différenciée » n°503, février 2013, 74 pages.
- ❖ Cercle de Recherche et d'Action Pédagogiques-Cahiers Pédagogiques, dossier « Evaluer à l'heure des compétences » n°491, septembre-octobre 2011, 76 pages.
- ❖ Charles DELORME, « L'évaluation en questions », Issy-les-Moulineaux : ESF éditeur, 2003, 218 pages. Page 3 sur 7
- ❖ Charles HADJI, « Faut-il avoir peur de l'évaluation ? » Bruxelles : de boeck - Pédagogies en développement, 2012, 320 pages.
- ❖ Dalila AREZKI, Hamid AMEZIANE et Amar GUENDOUDI, « Pour une pédagogie active en langues étrangères à l'usage des enseignants et des enseignés », Editions DGRSDT CRASC, 2014, 423 pages.

- ❖ Dominique BEAU. « La boîte à outils du formateur », Soregraph, Nanterre, 2015, 213 pages.
- ❖ Dominique LAHANIER-REUTER, Dictionnaire des concepts fondamentaux des didactiques, Bruxelles, Groupe De Boeck S.A, 2010.
- ❖ Djamel KADIK, Foudil DAHOU, Yaagoub LUDMIA, Gada MOULKHEIR et Aboubakre BOUASLA, « Le français sur objectifs universitaires dans les filières technologiques » Editions DHRSDT CRASC, 2015, 250 pages.
- ❖ Etienne BOURGEOIS et Châpelle GAETANE « Apprendre et faire apprendre » Paris : Presses Universitaires de France, 2008, 302 pages.
- ❖ François MULLER, « Manuel de survie à l'usage de l'enseignant », Paris : l'étudiant, 2012, 510 pages.
- ❖ Geneviève ZARATE, Représentations de l'étranger et didactique des langues, Paris, Didier, 2004.
- ❖ Germain SIMONS, Jacques CRINON et Jacqueline BECKERS, « Approche par compétences et réduction des inégalités d'apprentissages entre élèves », Bruxelles : de boeck, 2012, 252 pages.
- ❖ Habiba BENAOUADA-ZEMOULI, « Pour une didactique comparée des langues en Algérie » Alger : Dar Samar, 2017, 112 pages.
- ❖ Isabelle BORDALLO et Jean-Paul GINESTET, « Pour une pédagogie du projet », Paris, Hachette Éducation, 1998, 192 pages.
- ❖ Jean-Pierre ASTOLFI, « L'erreur, un outil pour enseigner », 2008, Issy-les-Moulineaux : ESF Editeur, 227 pages.
- ❖ Jean PROULX, « Apprentissage par projet », Presse de l'université du Québec, 2004, 127 pages.
- ❖ Jean-Pierre CUQ & Isabelle GRUCA, « Cours de didactique du français langue étrangère et seconde », Grenoble : PUG, 2005, 504 pages.
- ❖ Jean-Pierre Robert, « dictionnaire pratique de didactique du FLE », Ophrys, 2002, 176 pages.
- ❖ Lakhdar KHARCHI, « Didactique des Langues étrangères et TIC. Apport pédagogique des didacticiels », Alger : Office des publications universitaires, 2017, 325 pages
- ❖ Latifa AÏT BOUDAUD, « L'évaluation dans le système scolaire en Algérie » Alger : Casbah Editions, 1999, 128 pages.
- ❖ Latifa KADI-KSOURI, Akila KHEBBEB, Nawel BOUDECHICHE, Nadia HINI-BELKHALFI, « Processus d'apprentissage et difficultés : problématique de la lecture/écriture en contexte scolaire algérien. » Editions DGRSDT CRASC, 2015, 219 pages.
- ❖ Marc DENNERY, « Organiser le suivi de la formation, méthodes et outils », Issy-les-Moulineaux : ESF éditeur, 2000, 214 pages.
- ❖ Marie-Françoise NARCY-COMBES, Précis de didactique, devenir professeur de langue, Paris : ellipses, 2005, 160 pages.
- ❖ Marielle RISPAIL, Abécédaire de sociodidactique, Saint-Etienne, Publications de l'université de SaintEtienne, 2017.
- ❖ Michel PERRAUDEAU, les stratégies d'apprentissage, comment accompagner les élèves dans l'appropriation des savoirs, Paris : Armand Colin, 2009, 252 pages.
- ❖ Mohammed MELIANI & Rabeh SEBA, « L'université post-réforme en Algérie » CRASC, 2021, 192 pages.
- ❖ Mounir MILOUDI & Abdelmalek DJEDIAI, L'évaluation des compétences au sein du département de français de l'université d'El-Oued : entre les atouts et les limites du dispositif, in Studii Şi Cercetări Filologice, n°20-2021, Editura Universităţii din Piteşti, [90-96].
- ❖ Mounir MILOUDI & Mourad BEKTACHE, « Quels dispositifs d'accompagnement en matière de FOU à l'université d'El-Oued. » in Ex Professo VO4, n°01, université d'El-Oued, 2020, [7-17].
- ❖ Mounir MILOUDI, « L'accompagnement des enseignants nouvellement recrutés en classe postpandémique : expérience, temporalité, complexité & singularité » in Annals of the University of Craiova, the Psychology-Pedagogy series, n°45-2023, Issue 2, Supplément, [46-54].
- ❖ Mounir MILOUDI, « Le portfolio en tant que support d'apprentissage et d'évaluation en classe de FLE. » in Synergies-Algérie, n°31, 2023 [à paraître]
- ❖ Paul CYR, « Les stratégies d'apprentissage », Paris : CLE International, 1998, 181 pages.
- ❖ Pascal DETROZ, Marcel CRAHAY et Annick FAGNANT « L'évaluation à la lumière des contextes et des disciplines » Bruxelles : de boeck Supérieur- Pédagogies en développement, 2016.
- ❖ Philippe GENESTE, « Politique, langue et enseignement » Éditions Ivan Davy, 1998, 240 pages.
- ❖ Pierre MARTINEZ, « La didactique des langues étrangères », 6 ème édition, Paris : PUF, 2011, 127 pages. Page 4 sur 7
- ❖ Robert F. MAGER, « comment définir des objectifs pédagogiques » Paris : Dunod, 2005, 132 pages.
- ❖ Université Saint-Joseph de Beyrouth, Mission de Pédagogie Universitaire, « Manuel de pédagogie universitaire », 2014.

- ❖ Xavier ROEGIERS, « des situations pour intégrer les acquis scolaires » Bruxelles : de boeck Supérieur Pédagogies en développement, 2011, 280 pages.
- ❖ Xavier ROEGIERS, « L'école et l'évaluation » Bruxelles : de boeck Supérieur- Pédagogies en développement, 2010, 368 pages.
- ❖ Yves REUTER (éd), Cora COHEN-AZRIA, Bertrand DAUNAY, Isabelle DELACAMBRE et Dominique LAHANIER-REUTER « Dictionnaire des concepts fondamentaux des didactiques » Bruxelles, Groupe De Boeck S.A., 2010, 280 pages.

Honorary presidents:

- ❖ Professor Omar FERHATI, Rector of the University of El-Oued
- ❖ Professor Dalal OUACHEN, Dean of the Faculty of Letters and Languages

Conference Chair:

- Dr Mounir MILOUDI

Publication :

Project to publish the proceedings at the end of the conference

Members of the Scientific Committee

Prof. Abdelmalek DJEDIAI, University of El-Oued, Algeria
 Prof. Abdelouahab DAKHIA, University of Biskra, Algeria
 Prof. Ali HAMIDATOU, University of El-Oued, Algeria
 Prof. Amar GUENDOUZI, University of Tizi-Ouzou, Algeria
 Prof. Atika GHERGHOUT, University of El-Oued, Algeria
 Prof. Chatila HANADI, The Lebanese University, Lebanon
 Prof. Dalal MESGHOUNI, University of El-Oued, Algeria
 Prof. Djelloul HABOUL, University of Djelfa, Algeria
 Prof. Fares ISSAADI, University of El-Oued, Algeria
 Prof. Georgios STAMELOS, University of Patras, Greece
 Prof. Habiba ZEMOULI-BENAOUDA, University of Boumerdès, Algeria
 Prof. Jean Luc RINAUDO, University of Rouen Normandie, France
 Prof. Kamila OULBCIR, ENS Bouzaréah, Algeria
 Prof. Karima AIT DAHMANE, University of Blida 2, Algeria
 Prof. Latifa KADI, University of Annaba, Algeria
 Prof. Lynda CHOUITEN, University of Boumerdès, Algeria
 Prof. M'hand AMMOUDEN, University of Béjaïa, Algeria
 Prof. Mohammed Amine BELKACEM, University of Batna 2, Algeria
 Prof. Mohammed NOUA, University of El-Oued, Algeria
 Prof. Mohammed DRIDI, University of El-Oued, Algeria
 Prof. Mourad BEKTACHE, University of Béjaïa, Algeria
 Prof. Nabil MEZOUAR, University of El-Oued, Algeria
 Prof. Naomie FOURNIER DUBÉ, University of Montreal, Canada
 Prof. Naoual MAMI-ABDELATIF, University of Sétif 2, Algeria
 Prof. Oleg CHERVOV, Naberezhnye Chelny University, Russia
 Prof. Souryana YASSINE, University of Tizi-Ouzou, Algeria
 Prof. Stéphanie GASSE, University of Rouen Normandie, France
 Prof. Thierry ARDOUIN, University of Rouen Normandie, France
 Prof. Youcef LAIB, University of El-Oued, Algeria
 Prof. Yvette GHARIB, Saint-Joseph University of Beirut, Lebanon
 Prof. Valérie SOUBRE, Catholic University of Lyon, France
 Dr. Abdelouahid TIOUIDIDOUINE, University of Relizane, Algeria
 Dr. Adel DJEREBIAI, University of El-Oued, Algeria
 Dr. Afaf MEGA, University of El-Oued, Algeria
 Dr. Ahmed ANED, University of El-Oued, Algeria
 Dr. Amel MAAOUCHI, University of Constantine 1, Algeria
 Dr. Anissa ZERIGUE, University of Kairouan, Tunisia

Dr. Asma BEYAT, University of El-Oued, Algeria
Dr. Asma NESBA, University of El-Oued, Algeria
Dr. Asma KHELEF, University of El-Oued, Algeria
Dr. Asma TELHIG, University of El-Oued, Algeria
Dr. Baya BENDERAH, University of Djelfa, Algeria
Dr. Bensalem BERRA, University of El-Oued, Algeria
Dr. Brahim GHEDEIR MOHAMMED, University of El-Oued, Algeria
Dr. Ahlem ROUABHIA, University of Tebessa, Algeria
Dr. Aurélie ZWANG, University of Montpellier, France
Dr. Cathy PERRET, University of Burgundy, France
Dr. Chaïma MENNAI, University of El-Oued, Algeria
Dr. Christina A. OIKONOPOULOU, University of Peloponnese, Greece
Dr. Elena KARACHOUTZITI, University of Rouen Normandie, France
Dr. Hanane KHELEF, University of El-Oued, Algeria
Dr. Hayame HUSSEIN, Princess Nourah University, Saudi Arabia
Dr. Ioana MARCU, West University of Timisoara, Romania
Dr. Imane AZZI, University of El-Oued, Algeria
Dr. Kenza BADI, University of El-Oued, Algeria
Dr. Khaled MESBAHI, University of El-Oued, Algeria
Dr. Laurence EYDOUX, Gustave Eiffel University, France
Dr. Meryem MEFTAH, University of El-Oued, Algeria
Dr. Mounir DAKHIA, University of Biskra, Algeria
Dr. Mohammed GHEDIER BRAHIM, University of El-Oued, Algeria
Dr. Mohammed El-Hadi BASSI, University of El-Oued, Algeria
Dr. Mohammed CHOUCHANI ABIDI, University of El-Oued, Algeria
Dr. Nour El-Houda KHELLOUFI, University of Constantine 1, Algeria
Dr. Ouacila CHIHANI, University of El-Oued, Algeria
Dr. Ouahid ZID ATIG, University of El-Oued, Algeria
Dr. Radja ADAIKA, University of El-Oued, Algeria
Dr. Salah LAADJAL, University of El-Oued, Algeria
Dr. Salem FERHAT, ENS Ouargla, Algeria
Dr. Samira MOHAMMED BEN ALI, University of Skikda, Algeria
Dr. Samir MEFTAH, ENS Boussâda, Algeria
Dr. Zohra MEHALLOU, University of El-Oued, Algeria

Organising Committee

Dr Abdelaziz MESBAHI, University of El-Oued, Algeria
Dr Abdelkader HIMA, University of El-Oued, Algeria
Dr Bachir BENSEGHIR, University of El-Oued, Algeria
Dr Bensalem BENMEBAREK, University of El-Oued, Algeria
Dr Belgacem SAHRAOUI, University of El-Oued, Algeria
Dr Chouaïb LABIOD, University of El-Oued, Algeria
Dr Hayet SOUALAH MOHAMMED, University of El-Oued, Algeria
Dr Larbi LAMMAMRI, University of El-Oued, Algeria
Dr Maamar AHMADI SALEM, University of El-Oued, Algeria
Dr Med Lamine GHOULI, University of El-Oued, Algeria
Dr Med Salah DJAALAB, University of El-Oued, Algeria
Dr Med Taha NID, University of El-Oued, Algeria
Dr Med Yacine YEMBOUAI, University of El-Oued, Algeria
Dr Saïd CHEMMAR, University of El-Oued, Algeria
Mr. Abderrahmane HACHI, University of Ouargla, Algeria
Mr. Abdelmalek KHELAIFA, University of Tébessa, Algeria
Mr. Ali OKBA, University of Ouargla, Algeria
Mr. Brahim BENNADJI, University of Bejaïa, Algeria
Ms. Embarka KHELEF, University of El-Oued, Algeria
Mr. Faiçal HIMA, University of El-Oued, Algeria

Miss Hadil BADI, University of El-Oued, Algeria
Mr. Hakim CHEZIEF, University of Algiers 2, Algeria
Mr. Hamza BALI, University of El-Oued, Algeria
Mr. Imad Eddine LEGHRISSI, University of El-Oued, Algeria
Miss Ines DHOB, University of El-Oued, Algeria
Mr. Mohammed CHEMSA, University of El-Oued
Mr. Mohammed ZEROUAL, University of El-Oued, Algeria
Miss Nedjoua Houda KHOLLADI, University of El-Oued, Algeria
Mr. Nacer HEMICI, University of Tizi-Ouzou, Algeria

Submission method

Depositing is only possible with a Sciencesconf account.

The link is as follows : <https://colintevacontal2024.sciencesconf.org>

A communication summary of 400 words maximum/250 words minimum (spaces included) in Word & PDF format will be sent also to the following address colintevaluation@univ-eloued.dz

Style font: Times New Roman 12; Line spacing 1; margin 2.5; justified text.

Communication proposals must include: first and last name(s), rank, establishment, email and telephone number. The title of the communication, five key words, selective bibliographic references of three to five entries as well as the chosen thematic axis must also appear.

Posters in AO format: 841 mm x 1189 mm. The poster must include the title of the communication, the identification of each of the authors (institution, laboratory, and email address), as well as the logos of the associated institutions.

The conference activities take place face-to-face or online depending on the participant's choice) for foreign speakers.

Intervention method

The time allocated for each communication is 15 minutes followed by a 5-minute discussion.

The language of the conference is French. However, communications in English and Arabic are accepted.

Evaluation criteria

Proposals will be evaluated anonymously by two members of the scientific committee based on the following criteria:

- ❖ Relevance and originality of the intervention or research (link with the theme of the conference);
- ❖ Problematization (theoretical framework, questions, objectives, key references);
- ❖ Methodology (collection, corpus, instruments, analyses);
- ❖ Contributions (results, findings, perspectives).

Conference registration fees

Free of charge.

Transportation and accommodation costs are the responsibility of the participants.

A choice of hotels will be offered later.

Important dates

Launch of the call for papers: March 23th, 2024

Abstract submission deadline: September 15th, 2024

Notification of acceptance: September 25th, 2024

Registration begins: October 1st, 2024

Organization of the conference: November 25 to 26, 2023 at the Echahid Hamma Lakhdar University of El-Oued.

Contact

Contact email with the organizers:

For any inquiries about the conference, please contact:

colintevaluation@univ-eloued.dz

REGISTRATION FORM

First name & last name of the communicator:

Home institution:

Grade :

Speciality :

Title of the communication:

Would like to present:

- Oral communication
- A communication by poster (Poster)

Summary (350-400 words):

Keywords :

Bibliographic references (maximum 5)

Address

E-mail :

Phone :

Bio-bibliographic notice (10 lines maximum)

Further information will be communicated to participants by email.

