

The training of social workers requires the acquisition of detailed knowledge and skills for which the educational teams spontaneously favour the face-to-face format. The need to feel the commitment and motivation of learners in training, to sense the intensity of a reflection at work or the essence of a debate on an ethical issue, for example, are training contexts that seem to require the traditional face-to-face format.

At the same time, the evolution of our society and that of digital technologies have led for several years to a change in the relationship to knowledge. The average age of the new generations entering social work education is clearly decreasing. Capturing the attention of learners who are sometimes far removed from the reality of the professional field is necessary and decisive in many respects.

In this context, could the transmission of fundamental knowledge and the essential skills to be acquired in order to work effectively in the field not be made more effective by digital formats?

The author will present why and how IRTS Hauts-de-France integrates emerging digital practices into social work training based on the triptych: capturing attention, anchoring memory and remedying hybridisation. A focus will be made on the use of virtual reality for professional training immersions.