



Appel à communication      Call for papers

## 5<sup>ème</sup> Congrès international de l'AIFRIS

mardi 2 Juillet au vendredi 5 Juillet 2013  
à

I'RTS Nord/Pas de Calais  
rue Ambroise Paré 59120 LOOS-lez-LILLE

« ***Construction, transformation et transmission des savoirs : les enjeux pour l'intervention sociale ?*** »

*The objective of the next edition of the AIFRIS Convention is to contribute to the production of an updated, open and plural representation of the method for developing and disseminating knowledge (in its various dimensions and concepts) based on contributions from professionals, end-users, instructors, students and researchers in the field of social intervention.*

*“Who” builds, transforms and transmits knowledge? How? Why? In what situations or contexts? What are the challenges relating to social intervention? These are among the general questions that lie at the heart of this convention whose specific purpose is to bring together myriad viewpoints from different societal and national horizons.*

Questioning knowledge is hardly new: from the outset, it has been part of social work practice in every country. It has been a regular subject of research and literature as well as various study days and symposiums. As the sociology of professions has shown, the issue of knowledge is an integral part of the very existence of professions, the way in which they are constituted, develop their autonomy, distinguish and regulate themselves, and thereby produce or reproduce themselves.

Hardly static, these bodies of knowledge are part of a history and permanent evolution driven by the need to adapt to a changing context and new situations, by institutional injunctions, technologies, the capitalization of professional experiences, advances in their development and formalization, as well as crossovers involving practice, training and research results.

In an era marked by faltering ideological certainty and the need for new developments, and at a time when advances in information technology and telecommunications allow the instant planet-wide access and sharing of information, we must affirm the need to contribute to the debate on knowledge, its pertinence, current state, legitimacy, complementarity, merging, selection, or use, among others. What do we do with the mass of knowledge to which we have access? How do we distinguish between what is valid and what isn't, between what's essential and what's auxiliary? What is the proper balance between a classical approach to knowledge and learning, and the use of new tools? What knowledge must be validated? For what purposes? More

basically, what should be transmitted and by whom? And how can we revisit the transmission function, which until now has been ensured, basically, by culture and life within society? These are fundamental questions, which we must be prepared to address without taboos.

To organize the debate, three axes corresponding to three major processes have been proposed: the construction, transformation and transmission of knowledge. This distinction is obviously artificial since these processes are comprehensible, given their interstructuration. Basically, we are seeking to provide an entranceway.

### **Axis 1: Construction of knowledge and the challenges for social intervention.**

*The purpose here is to explore methods for the development and validation of knowledge that is taught and disseminated through social intervention. Contributions on this axis can either address specific knowledge in a given field, or provide more transversal reflections of an epistemological or methodological nature, or the relationship of research on specific items, the showcasing of localized or innovative logic...*

What are the knowledge and types of knowledge mobilized by contemporary social intervention? What is legitimate knowledge or, conversely, disqualified knowledge? Who are the players or authorities who produce, formalize and validate this knowledge? Based on what processes and procedures? Does this knowledge originate from the field of social intervention or is it inspired by other fields? What is the place allotted to scientific research, pluralistic expertise, practical professional experience, life experience? How do these questions relate to different national contexts? What transformations occur?

### **Axis 2: Transformation of knowledge and the challenges for social intervention.**

*While this axis is not unrelated to the previous one, it addresses, more specifically, the issue of emerging knowledge or, to the contrary, the “natural” or “imposed” obsolescence of some knowledge as well as sometimes competing modes of recognition (role of the diploma, validation of acquired experience...) Contributions to this axis can therefore add to the discussion on observed changes to contents, their effects, the agreements and disagreements to which they give rise, as well as the way of managing, steering, bypassing, or applying them...*

What transformations occur? In what contexts do they take on form and meaning? What problems do they address? How do they help redefine, strengthen or weaken professionalities?

Is there a hierarchy of knowledge? How does it present? Who carries it? What do these transformations of knowledge tell us about social change?

And who oversees the production of new knowledge? Who manages and uses it? How do innovative and creative practices emerge within a social field and are they integrated into social institutions and training? What impact do they have on social work professions? What are their forms of legitimization and recognition?...

### **Axis 3: Transmission of knowledge and the challenges for social intervention.**

*This axis focuses primarily on the contents and terms of social intervention training, and seeks to better define choices with regards to knowledge (selection, use). It also makes it possible to explore training methods and devices (methodologies, pedagogical pegboard and tape strategies, active methods or classic course, common core, new information and communication technologies (ICTs), e-learning, personal coaching...) It also questions sharing and dissemination strategies developed by both teachers and players active in the field, through practice communities, for instance. Contributions sought for this axis should foster discussions on what teaching, training and, more broadly, transmitting knowledge, are today, including, for example, targeted objectives and the difficulties encountered.*

How does training define practical intervention knowledge? What kind of professionals does it seek to produce? How does it capitalize the contents of knowledge worked and disseminated by professional teachers as well as occasional “expert” stakeholders? What training models and devices seem to better meet contemporary society’s social intervention challenges? What is the role of field players in the transmission of knowledge? Can we speak of core skills in the field of social intervention? What are they? Are these skills acquired by segment and level or can they be shared with all trades or professions related to social intervention? What place is allocated to knowledge already held by students before their training even begins? What “minimal thresholds” can be conceded in the knowledge evaluation and validation process? How can we meet both the requirement to produce general practitioners and the need to specialize? What is the place of creativity, critical scrutiny, as well as social engineering...? How are tensions generated between different types of knowledge? What is the place of training institutions with regards to informal models?...

### **Responses to the call for communications**

AIFRIS invites all students, professionals, users, teachers and researchers from different countries to contribute to social intervention’s self-reflection.

In order to diversify approaches, communicators will have to choose from the three proposed axes, as well as between two forms of communication: a research report or paper on innovation in the field of teaching or social intervention. Evaluation criteria will be the same, but material presented can differ between field or bibliographical data on the one hand, or data from experiments on the other.

To foster access to communication, the Permanent Scientific Committee is available to help the individual or team so wishing, with the formalization of their communication project.

Proposals are to be presented online only, on the AIFRIS website ([aifris.eu](http://aifris.eu)), **before January 15, 2013, (after having taken note of the online downloading directions).**

Proposals will be evaluated by the Scientific Committee as summaries are submitted and decisions will be issued by email approximately one month following the submission of the complete proposal.

The proposal must consist of a maximum of 4,000 characters, including spaces, and be integrated within the framework provided for this purpose on the site. This proposal shall consist of a **summary of the communication**, which if accepted, will be published **as is** in the convention's "pre-proceedings" - a print document handed to all participants (circulation: 600 copies).

These summaries will be put online for public access, like those of previous conventions (see [aifris.eu](http://aifris.eu)). The proposal shall be accompanied by a bibliography consisting of no more than 2,000 characters and a maximum 300-character presentation of the author(s).

The communication can be presented by a team consisting of no more than 3 persons, though regardless of the number of presenters, the maximum allotted time is 20 minutes. One person can present no more than two communications, either alone or as part of a team.

All persons wishing to contribute to a communication (authors **and co-authors**) must start by creating an account on the website [aifris.eu](http://aifris.eu). Persons who already have an account in the database are invited to provide missing information.

The goal of AIFRIS is to raise the profile of French-language research and innovation work in the field of social intervention. Contributors will be required to submit the final version of their communication, consisting of approximately 5,000 to 10,000 characters, in .pdf format prior to **June 1<sup>st</sup>**. It will then be immediately put online for public access.

Contributors will have the possibility of submitting an English-language abstract of 50 to 100 words, allowing English-language search engines to locate their document. If you wish, AIFRIS can provide the translation of a French-language abstract of the same size, consisting of key words.

All contributors must be registered and have paid their registration fees before **June 1<sup>st</sup>**. To ensure that the convention and online workshop registrations are handled smoothly, contributors whose proposal has been retained but who have failed to comply with the aforementioned requirements (final text, payment of registration fees), will have their proposal cancelled and withdrawn from the pre-proceedings. They will not be permitted to present at the convention.

There will be no printouts of the convention's proceedings, but contributors wishing to submit a larger article (approximately 30,000 characters) after the convention are invited to do so online, using the same process. This .pdf article will be instantly visible and publicly accessible online. Once this French-language article has been submitted (an essential condition), the contributor who so wishes can, in addition, submit a version of his article in the language of his choice.

AIFRIS is also linked to a network of partner publications in order to foster the dissemination of knowledge in the extensive field of social intervention.