



***International symposium on ICT. June 27 - 29 2012
in Antananarivo – Madagascar***

**« ICT FOR TEACHING, ICT FOR LEARNING : WHAT
STRATEGIES ? WHAT PERSPECTIVES ? »**

Call for participation

International symposium on ICT. June 27-29, 2012 in Antananarivo – Madagascar

« ICT FOR TEACHING, ICT FOR LEARNING : WHAT STRATEGIES ? WHAT PERSPECTIVES ? »

Taking into account the increasing role played by ICT in all areas, the Ecole Normale Supérieure of Antananarivo, through its Interuniversity Center of Didactic Research (Centre Interuniversitaire de Recherche en Didactique : CIRD), will organize from 27th to 29th June 2012 an international symposium on ICT in education. It aims to draw up an inventory of the use of ICT through exchanges of experiences and results of research so as to develop a strategy to improve educational system in southern countries.

This symposium /colloquium is intended for teachers, researchers, experts and trainers in the area "ICT and education", as well as policy makers in the education system

Topics of the conference: **ICT FOR TEACHING, ICT FOR LEARNING: WHAT STRATEGIES? WHAT PERSPECTIVES?**

HOST INSTITUTION : Ecole Normale Supérieure of Antananarivo (Centre Interuniversitaire de Recherche en Didactique : CIRD) - Madagascar

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THEMATIC OF THE SYMPOSIUM

Nowadays, ICT holds an important place in daily life especially in urban areas as it can be attested, on the one hand, by the high tech devices it makes available (computers, cell phones, media players, game consoles, etc..) and the applications and services it offers (various kinds of software dedicated to word processing, spreadsheet programs and other digital resources, along with internet which allows for instance workspaces interaction, etc.), and on the other hand by various activities it allows to carry out (leisure, training). (Semantic fields related to the ICT acronym according to Baron & Bruillard, 2008).

The opportunities offered by ICT tools keep on growing in number. New potentials are emerging, in particular augmented reality or virtual reality technology. New tools are being designed such as interactive white boards (IWB, tablet computers, smart phones)

Besides, Wing (2006) and Barr & al (2011) assert that computational thinking should be included among basic analytical abilities such as reading, writing, and arithmetic, because “Computational thinking is a fundamental skill for everyone, not just for computer scientists” (Wing, 2008).

ICT actually affects children as well as young and older people. It also steps in various/several fields – social, economic, science, etc. This scientific conference focuses mainly on the use of ICT tools in education, more precisely in teaching and learning.

Indeed, we all know the leading role of education in the development of a human being, the development of the community in which one evolves and the country where one lives. Considering the importance of ICT in nowadays life, it seems interesting to explore the ins and outs of its use in education.

“ICT and education” is one of the specific topics the UNESCO has classified as priorities. Indeed, as the UNESCO launched its new website – on May 17, 2011 – it was stated that the new prospects provided by ICT concerning education have brought the UNESCO to look into several issues: “... universal access, equity, practice of high quality teaching and learning, teacher professional development, and the implementation of a more effective education management, governance and administration”.

Our starting point stems from an answer to the following questioning: ICT can determine some decisive elements to reduce/lessen cognitive fracture (Proceedings of the 36th session of the General Conference organized in Paris from October 25, to November 10, 1st volume, resolutions).

In Madagascar, the point is to outline what seems to be a paradoxical situation at first sight. Indeed, on the one hand, the difficulties encountered before achieving the goals of Education For All are not yet overcome. Though it seems that a breakthrough has been carried out effectively – the gross enrolment ratio is around 123% - quality has been neglected. Providing access to a quality education is still a long term job, probably because first there are not enough qualified teachers. The students’

parents are those who build the schools, recruit teachers based on their own criteria – which are not always very rigorous– and they pay teachers depending on their financial means.

However, a great technological leap can be observed: cyber café can now be found at almost all street corners in the cities, even in districts, and “visioconferences” are often used. In other words (ways), the new tools are there, even though their features leave much to be desired –low bandwidth, etc. – for all users. One could mention a « **two-tiered** » progress, which reflects a desire to profit from this technological opportunity.

Regarding education in secondary schools, although there are no written documents defining the policy on ICT in education, the Ministry of Education has already led several actions aiming at integrating ICT during the last five years.

In the first place, the process consists in equipping schools with computers (166 secondary schools out of 264 are equipped with 5 to 7 computers), in setting ICT resource centers (CRTIC) up in secondary schools (36 currently). The next step of this reform actually is to provide Pedagogical Resource Centers with a virtual library and to reinforce the skills of the teachers and the people in charge of these centers as well as to integrate ICT into the curriculum. As for the primary schools teachers training, some work is still to be done concerning the exploitation and development of this ICT component. In terms of research, we are still far off the beaten track and the games are just beginning. The Interuniversity Center of Didactic Research stands as a pioneer.

Switching to the LMD system in higher education opens up new opportunities and ICT plays an important part in the educational innovations in that scheme – teaching differently, learning differently. Digital workspaces (ENT) are being phased in.

Of all the above, many things are being done. Apart from the financial means that are always a constraint for developing countries, the scientific community should work out, analyze and discuss various points so as to find the methods, shed light on the possibilities, on what has worked well elsewhere, and the means for the different actors to optimize the latter.

Three lines of work have been pointed out for the conference:

- The new tools and new ways of teaching and learning: Open Learning and Distance Education, Digital Work Environment, resources, workspaces, etc. How to encourage independent learning and / or distance learning through ICT?
- ICT and Higher Education: teaching and learning in a different way. To what extent can ICT support the implementation of the LMD system?
- ICT and teacher training – primary, secondary and higher education teachers.

GUIDELINES FOR SUBMISSION

- **Conference Dates and Place** : 27th to 29th June 2012 in Antananarivo – Madagascar
- **Types of contributions:**
 - o Oral Communication: presentation in 20minutes with 5 minutes for questions.
 - o Poster Communication: 1.25 m X 0.80 m (see standard)
 - o Lab: Using a technology tool whose use affects the education area (training and research)

Deadlines for:

- o Abstract submission: 02nd April 2012
- o Registration: 15th May 2012

Directives for submission:

- o Abstract in electronic format ". doc" ; or “.odt”; or “.pdf”
- o Text in French or in English: 600 words, in 11 point Times New Roman font, 1.5 spacing. The summary must include the following requirements: identification (author and title), institutional affiliations, 5-8 key words, problematic, the main objective, the methodology, key results and their interpretation, innovator aspect of the study, the limitation of the study and recommendations (if necessary).
- o Address for submission: judithrazafimbelo@gmail.com

How to register:

- o Registration fees: 30 000 Ariary for nationals and 80 Euros for non-nationals, payment in cash on the first day of symposium

Registration Form: will be available shortly

Release:

Following the Symposium, the proceedings will be broadcast on the following website:

<http://madarevues.recherches.gov.mg/>