CALL FOR PAPERS:
Educational and Training Researches:
Issues and Challenges today

In recent decades, research on education and training has been expending significantly to support, in particular, the processes of economic development (the need to have a more and more trained labor in the post industrial economy) as well as to respond to a political and social demand (democratization and uniformisation of education) (De Landsheere, 1986). Issue of a national importance, research in education has also reached that an international level during the second half of the 20th century. Commissions, international conferences have been organized to confront the results, launch new themes and organize research in education on a global scale (International Meeting of Experts in Pedagogical Research, Atlantic City, 1956, 29th International Conference of Public Education, Geneva, 1966, The Organization of Pedagogical Research, UNESCO Institute for Education, The Role of Educational Research faced to pedagogical changes, International Conference on Educational Research, May 1967 in Melbourne). In the current context, arguably the globalization one (AMSE-AMCE-WEAR conference in 2008), we may be lead to believe that research in education and training will play an importantly increased role.

That is why, the organizational committee of the 17th AMSE-AMCE-WAER Conference have chosen it theme as such: the issues and challenges of researching education and training in a globalised world (see 15th AMSE-AMCE-WEAR conference). Without pretending to cover all the possible dimensions of this issue, the committee has devised 4 sub-themes to allow an in-depth exploration of some of the question raised by the conference's theme. The aim is to raise burning questions and try to shed light on missed points. The committee tried to achieve this by writing the themes around issues, likely to be researched on different levels:

- the disciplinary references (Educational research, such as history, sociology, psychology, economy, law, epistemology of science, professional or disciplinary didactics, communication, information and language sciences…),

- the object or the open field as it will enable the analysis of the challenges of researching the concept of "school" in the largest sense (the preschool offer, the 'basic' school, secondary and higher education)…
- the research on the type of education (technical and/or professional education, scientific education, training/alternation…)
- the research on the training of educational and socio-educational staff (teachers, management staff, doctors, school nurses, social workers…),
- the research on the situations and practice of teaching and/or training
- the research on the building of knowledge and the process of learning and teaching
- the research on the use of computers during teaching and training, their effects in terms of appropriation, class/lesson management, effects also on the research on the practice of knowledge and skill acquisition off school,
- the research on class management, authority, violence, incivility, inequalities, …

- the type of research or approach (experimental research, praxeological research, nomothetic, interpretive, evaluative, collaborative, basic researches …)

For each of the following sub-themes, we expect communication/symposium proposals grasping one or the other issues through any research in the field of education and training.

The sub-themes

1. Research on Education and Training: political issues

The first sub-theme raises the question of the political issues of the research on education and training. We can identify several levels, which relate to the meaning of the term "political".

- What are the links between the educational and training policies and the research? What control of one by the other?

- How do the research in education and formation reflect upon training and educational policies?

- How does the research in education and training fit within the process of planning and management of the political institutions? At a national level as well as international?

- What impact do international researches and their results have on the elaboration of national policies? In what way is the research on education and training serving the politics? As a tool? As a guideline for designing the most effective actions and orientations to achieve the proper aims?

- How do expecting results, the efficiency requirement, the identification (for distribution) of "good practices and the national and international political agenda play on the research on education and training. A way of domesticating or controlling research? "A preferred mode of soft governance" of education (Van Zanter, 2010)? A reinforced space for critical freedoms? And to quote Samuel Roller (1977): "research on education: serfdom or instituting?"

2. Research on Education and Training: epistemological issues

Education is a major anthropological issue in our human societies and it justifies how often the question of the scientific legitimacy of researching education and training has been raised throughout its history.

- Recurrently, from one country to the other, research on education has been criticized for its lack of scientific rigor, evidence and cumulativity of its results. After decades of development, what about now? Has research on education and training developed a coherent theoretical corpus? Its own concepts? Unifying paradigms? Theories? Methodologies? Collecting tools susceptible to confirm the validity of its production? What is the relationship between the field of educational and training research with the ones it's related to?

- Where are we today in terms of development of researches in disciplinary didactics? How did this "new field of research" (Reuter, 2010) develop itself in relation to established or academic discipline and educational research?

- How did this heterogeneous ensemble structure itself on the disciplinary level? Do we observe converging "disciplinarisation" logics between the different countries? How should we understand the different historical developments? How do different traditions and structural modes interact?

- What impact do invitations to work on an international and pluridisciplinary level based on an attempt to earn research grants have on the production? What is the effect on the theoretical, methodological corpus of the transnational aspects of the research on education and training and its actors compared to the other fields of scientific research?

- The question of the research policies, national as well as international, raises epistemological and political issues. How do the competitiveness challenge, the emphasis on scientific excellence work with the field and practices of educational and training research? Does the internationalization of the research, called for and reinforced by the current financing logics narrow the practice (by a control over the topics, the methodologies, the theoretical corpus, the results and the production of knowledge)? Or a source of theoretical, paradigmatic, methodological renewal…?

- What impacts do the current ways of research evaluation (ranking of the universities, journals, calculating the influence factor, etc.) on a national and international level have on the production? On the broadcasting of the knowledge of research?

3. Research on Education and Training: pragmatic issues

With the issue of education having strong and almost generalized social demands, we can understand the crucial relationship between research and practice. Recurrently, the challenges of their assembly have risen in different countries. The researches on education and training are being shaped by the challenges of changing practices, actors and by issues of professional development.

- What are the impacts of research on education and training on the practices, education contexts and training? For example, in a context of the aim for universal education, what effects did the results of the research on social and sexual inequalities have? On the training of the different professionals of education and training? On the didactic support? On the educational practices? On the teaching practices?…

- What are the links between research, training and profession? How does the research training participate in professional training? How do the research results translate into the conception of training programs? The example of the training of teachers could inspire this sub-theme.

- There has been a quasi permanent tension between researchers and practitioners (Weiss, 1996). One usual criticism goes to the social usefulness of that kind of research. In the last few years, this criticism has led to strong controversies among British researchers on education, some (Hargeaves, 1996)calling for research that would have an influence on the practices, that involve the different actors during the entire research process, the others (Tooley, 1998) highlighting the inaccessibility of the results to the professionals concerned, the lack of scientific consistency, marked, for example, by methodological weaknesses.

How do those questions which have been addressed for years relate today? To what (new) controversies do they lead now? What (new) models of assembly can we take out of them?

- Such a trend taken under the dominance of pragmatic and prescriptive issues, subtended by a applicationnist conception of the research on education and training leads to interrogation on "the risk if a normative drift of the research models" (Bru, 2002). We may ask, for example, what is the consequence of the development of collaborative researches, associating closely the different actors to the research process? What do we gain on the comprehension, intelligibility and scientific level? On the social legitimacy level? In efficiency? In creativity and innovation in terms of the practices?… The presentation and analysis of such experiments can feed this line of questioning.

4. Research on Education and Training: the philosophical and pragmatic issues

Due to their very topic, educational and training researches are subjected to interrogations about their purposes, reference to values (Charlot, 1997; Lessard; 2006) related to the axiological and/or ideological register.

- One of the constant criticisms made to educational and training researches is about the ideological biases, in the sense of partisanship (Tooley) from the researchers or from the established norms and values (Debeauvais) possibly put into question. The point here would be to question the relationship between the research on education and training and the political individual. Because of its very nature, this research field cannot exclude the political dimension from its work, in the sense of the reference to the axiological or utopian dimension. On the other hand, science being inexorably ideological (Ardoino, 1999) invites us to rethink the relationship between science and politics, between research on education and politics, in the sense of of their interweaving or intertwining.

- The issues of social justice, equality of chances, equity attracts researches in education, not least due to the increased significance given by societies faced with increasing phenomenon: immigration, unemployment, insecurity, individualism, recognition, enhancement of the autonomy, of self-development, etc.

- We may study the ideological issues of the development of standards, of learning outcomes as much in the research than in the practice of education and training on a global scale, seeking "good practices", and "quality" of educational and training researches.

- We can also consider other logics underlying research practices in other social worlds, which are not, for example, rationalist foundations and which raise distinctive philosophical and ideological challenges. This is an opportunity to compare various orientations that motivate future research in the field of education.

Rules of submission

The scientific program for each of these sub-themes will be structured with three modalities. First, symposia related to specific research questions linked directly to one or the other sub-themes will be organized and be public. On the other hand, the scientific program will also offer presentation sessions for open communications related to one of the sub-themes. Finally, it will be possible to do poster presentations. Please refer to the website www.univ-reims.fr/amse2012/ for further instruction.