

CALL FOR ABSTRACTS

International conference: "PIMD and the learning processes"



INTERNATIONAL CONFERENCE
PIMD and the learning processes

22 & 23 march 2019
Location: Paris Nanterre University

INSHEA

Icons include: book, ruler, pencil, lightbulb, brain, eye, A+B, polyhandicap, PEDAGOGIE, APPRENTISSAGE, wheelchair, calendar, smartphone, globe, musical notes, and a person with a wheelchair.

Partners



Argument

There is currently consensus on the need to integrate the learning dimension into the individual projects of children or teenagers afflicted by "polyhandicap" (French) or "profound intellectual and multiple disabilities" (PIMD). And yet modelling access to learning, for people with PIMD, is only just beginning to be discussed. On the one hand, it strongly questions the whole system of representation of PIMD, in the sense that it compels people to ask questions about cognition, learning, teaching and places of learning, including school. On the other hand, it encourages research and experimentation with new approaches. What do we mean by PIMD? What does learning mean to a young person with PIMD? What socio-emotional and socio-cognitive processes are mobilised? What is it like to be a student with PIMD? How do people learn? How can we help them to learn? What are the most favourable relational and institutional environments? We will then move on to question the place of and relationship between the theories, strategies and practices assisting the learning subject, with or in spite of the limitations of PIMD. We will consider the learning dimension from a dynamic and life-long perspective and within the various social

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environments potentially involved in those processes, including the family environment. Finally, we will try to conceptualise the types of help that a young person with PIMD may receive in order to push the boundaries of his/her limited environment even further.

THE OBJECTIVES OF THIS CONFERENCE ARE:

- To present the POLYSCOL research, its results and the resulting perceptions from the point of view of research and practices (pedagogical, educational, institutional...)
- To categorise scientific knowledge in the field of learning for people with PIMD, throughout life.
- To demonstrate how to encourage learning for people with PIMD, specifically by highlighting accessibility to teaching and the inclusion of various epistemological points of view.
- To encourage meeting and exchanges between professionals, parents and researchers in order to pool skills in this field and support innovative practices.

This conference is aimed at everyone - researchers, students, teachers, educators, re-educators, education and support professionals, parents or helpers, managers of medical-social establishments and services, public administrations or associations – who are involved in research into learning for people with PIMD.

Verbal communications or posters may equally take the form of scientific contributions (psychology, neurosciences, IT, education sciences, sociology, anthropology, philosophy...) or reflective thoughts about educational, cultural and pedagogical practices.

The call for verbal communications or posters will revolve around three central themes:

- Research, particularly in psychology and education sciences in the field of cognition, evaluation of potential and learning for people with PIMD.
- Research and experimentation in the field of education and teaching: learning for children and teenagers with PIMD.
- Accessibility to learning for these people (institutional, pedagogical, didactical, clinical dimensions ...), compensation methods and procedures (human help, help with communicating...).

Method of submission

The contribution proposals (oral communication, poster or symposium), in English or French, should be sent in PDF and Word format (font: Times 12, line spacing 1.5, margins 2.5 cm.) They should include the title of the communication, **an abstract of 500 words maximum**, 3 to 5 key words, bibliographic references (10 maximum) and organised as follows (cf. complete the attached sheet):

1. Title
2. Introduction / hypotheses / objectives
3. Methods
4. Results
5. Discussion and conclusion
6. Brief bibliography (optional, 10 references maximum)
7. Five key words

Symposium will combine three to four papers on a common topic, allowing speakers to develop the topic from different perspectives in a single session. In this case, the symposium coordinator should submit a short introduction explaining the objectives and organisation of the symposium and put all the abstracts of the participating papers together in one document.

You may also quote any feedback or statements in a different format.

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The reading committee will ensure that the proposals are in line with the themes, the multi-disciplinary aspect of the presentation and the quality of the abstracts.

Participants should indicate the preferred format of their presentation (verbal communication or poster) and the type of contribution (scientific or reflective thoughts). Please specify the name of the author or authors, the institution they represent and a correspondence address.

Proposals should be sent as an attachment to: colloque.polyhandicap@inshea.fr

Important dates

- **Closing date for receipt of abstracts/files: 15th October 2018**
- Notification of acceptance of communications or posters: 15th November 2018
- Distribution of the preliminary programme: 1st December 2018
- Conference dates: 22nd and 23rd March 2019
- Proceedings will be published

FOR FURTHER INFORMATION, CONTACT:

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Scientific committee

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