

MINISTRY OF HIGHER EDUCATION AND
SCIENTIFIC RESEARCH

Abdurrahman Mira University of Bejaia



جامعة بجاية
Tasdawit n Bgayet
Université de Béjaïa

Laboratory of Mental Health and Neurosciences (LSMN)
In collaboration with the Faculty of Humanities and Social Sciences

**NATIONAL
SYMPOSIUM**
(In-Person)

RETHINKING RESEARCH IN
THE HUMANITIES AND
SOCIAL SCIENCES IN THE AGE
OF ARTIFICIAL INTELLIGENCE

Tuesday
November
10th
2026

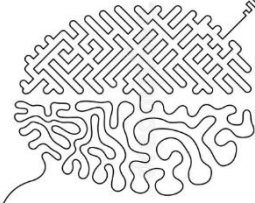
*Between Methodological
Innovation and Critical Vigilance*



ABOUDAOU CAMPUS, UNIVERSITY OF BEJAIA



CONFERENCE STATEMENT



The emergence of artificial intelligence (AI) is profoundly reshaping the epistemological and methodological foundations of the humanities and social sciences (HSS). Long confined to the so-called "hard sciences," AI has gradually established itself both as a legitimate object of study and as an indispensable tool for scientific investigation in the HSS. Broadly defined as a set of computational techniques capable of simulating certain human cognitive functions — reasoning, learning, and natural language processing — AI now opens unprecedented avenues for the processing, analysis, and interpretation of complex data (Dussarps & Vaugier, 2024).

The integration of generative tools such as ChatGPT, Gemini, and Copilot is revolutionizing the scientific production chain: these systems accelerate literature reviews, facilitate the organization of large-scale corpora, and support the formulation of innovative hypotheses (Dussarps & Vaugier, 2024). They offer HSS researchers the capacity to explore vast archives, cross-reference heterogeneous databases, and generate preliminary analyses in significantly reduced time. However, this integration raises a fundamental epistemological question: how can the scientific validity of partially automated interpretations be ensured without compromising the rigor of human expertise? The answer to this question bears directly on the future of knowledge production in the HSS in the digital era (Ganascia, 2022).

Recent scholarship highlights that AI is propelling the HSS into an unprecedented

dialogue between technology and humanism. By automating certain repetitive tasks — thematic coding, transcription, documentary monitoring — it frees up time for theoretical reflection and interpretive analysis, while simultaneously stimulating the emergence of new hypotheses and renewed methodological frameworks (Romeo & Centorrino, 2024). This dual dynamic, between computational power and the complexity of social phenomena, nonetheless demands a critical epistemology and a continuously renewed ethical vigilance (Moussafir, 2025). The question is no longer whether AI can be useful to the HSS, but rather how to employ it in a reasoned, transparent, and scientifically responsible manner.

These transformative shifts extend equally to the pedagogical field and to research training. The use of AI tools is reconfiguring the role of the researcher, who is no longer solely a producer of knowledge, but also a critical user, a reflexive interpreter, and a regulator of algorithmic processes. From this perspective, the training of doctoral students and early-career researchers is being fundamentally reimagined: it must henceforth combine technological mastery, critical thinking, and reflexive capacity (Kihel, 2025). These emerging practices foster hybrid approaches, integrating computational statistics, qualitative analysis, and contextual interpretation, thereby contributing to the renewal of modes of knowledge production and dissemination in the HSS (Calenda, 2025). Research training in the digital age thus

becomes a strategic imperative for Algerian universities.

Nevertheless, this evolution is not without risks or methodological tensions. The intensive use of AI poses real threats of excessive methodological standardization, dependence on proprietary technologies whose algorithms remain opaque, and the erosion of traceability within analytical chains (Beaudouin & Velkovska, 2023). These risks are compounded by significant ethical challenges relating to the protection of participants' personal data, algorithmic biases liable to reproduce or amplify existing social inequalities, and questions of intellectual property in a context where the boundaries between human production and automated generation are becoming increasingly blurred (Floridi et al., 2018). Upholding the principles of algorithmic transparency, scientific equity, and academic integrity thus constitutes a central imperative for every HSS researcher.

In this context of profound transformation, the HSS retain a decisive and irreplaceable epistemological role. They provide an indispensable reflexive framework for interrogating the social and political purposes of AI, deconstructing its ideological presuppositions, and actively contributing to the development of responsible scientific governance (Lupton, 2015). Psychology, sociology, educational sciences, linguistics, and information and communication sciences each possess specific conceptual and methodological tools that enable the apprehension of human, cultural, and relational dimensions that computational approaches alone

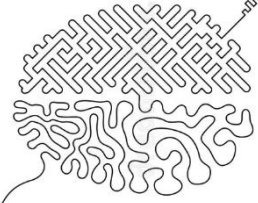
cannot reduce to numerical data. Rethinking research in the age of artificial intelligence ultimately means promoting a hybrid paradigm grounded in the fruitful cooperation between the computational power of machines and the interpretive sensitivity of human thought.

In the Algerian context in particular, this reflection carries a strategic and institutional dimension. National universities and research laboratories are today confronted with the imperative of integrating digital tools and AI into their research practices while preserving scientific quality, methodological authenticity, and the originality of academic output. The development of critical digital competencies within the national scientific community — researchers, faculty, and doctoral students alike — constitutes an essential lever for strengthening the visibility and impact of Algerian HSS scholarship at both the national and international levels (Kihel, 2025; Calenda, 2025).

It is within this dynamic of transformation and critical inquiry that the present national conference is situated. It aims to establish an open and rigorous interdisciplinary forum for exploring the contributions, limitations, and prospects of AI in HSS research. Established researchers, doctoral students, and practitioners will be invited to debate emerging methodological approaches, share their field experiences, and collectively contribute to a humanistic, ethical, and scientifically grounded redefinition of research in the digital age.



Keywords: *artificial intelligence; humanities and social sciences; research methodology; critical epistemology; digital ethics; doctoral training; hybrid paradigm.*



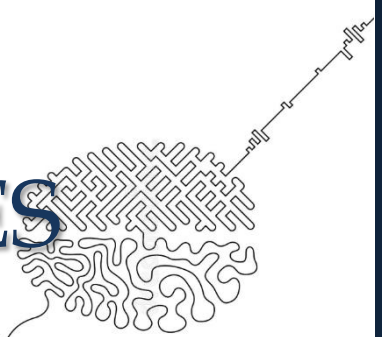
CONFERENCE OBJECTIVES

The conference seeks to

- Foster in-depth and interdisciplinary reflection on the methodological and epistemological transformations brought about by digitalization and artificial intelligence in the humanities and social sciences.
- Support the development of scientific, critical, and ethical competencies related to the use of AI technologies in research practice.
- Promote a dynamic and rigorous articulation between traditional methodological approaches and innovations arising from digital environments.
- Highlight and disseminate reliable, transparent AI tools and platforms that meet the epistemological and deontological requirements of HSS research.
- Contribute to the emergence of a culture of responsible, critical, and sustainable digital research within Algerian universities and research laboratories.
- Address fundamental ethical issues inherent to research in the digital age: authenticity, intellectual originality, academic integrity, and data protection.



THEMATIC AXES

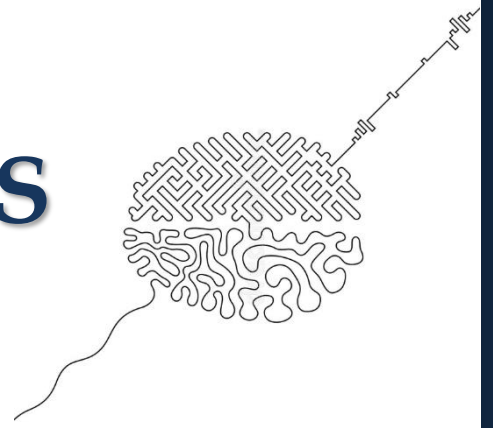


Proposals may be submitted under one of the following thematic axes

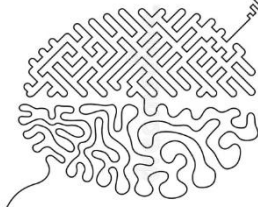
- **Axis 1:** Classical methodologies and digital innovations: continuities, ruptures, and hybridizations in HSS research.
- **Axis 2:** Artificial intelligence in the service of qualitative and quantitative data collection, processing, and analysis.
- **Axis 3:** Ethical, epistemological, and deontological challenges associated with the integration of AI in humanities and social sciences research.
- **Axis 4:** National policies and institutional perspectives: toward a responsible and controlled integration of AI in doctoral training in Algeria.
- **Axis 5:** Training, digital tools, and competencies for more efficient, inclusive, and ethically responsible research.



KEY DATES



Deadline	Date
Abstract submission deadline	September 25, 2026
Full paper submission deadline	October 10, 2026
Conference dates	Tuesday, November 10, 2026

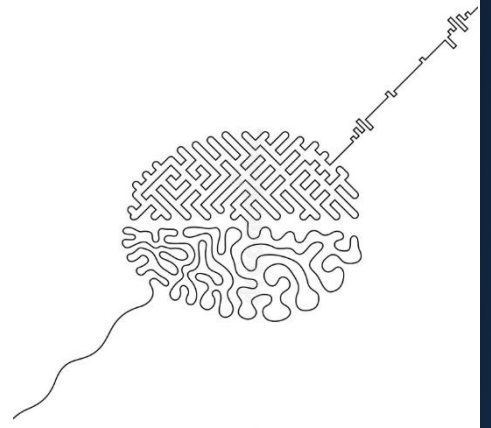


SUBMISSION GUIDELINES

- All submitted papers must address one of the conference thematic axes and must be original, previously unpublished works.
- Submissions may be written and presented in Arabic, French, or English.
- All submissions will be subject to a double-blind peer review by the Scientific Committee.
- Proposals must be accompanied by two abstracts: one in the language of the communication and one in another language (Arabic, French, or English), submitted as a single Word document.
- Typographic standards: Arabic submissions must use "Simplified Arabic" font, size 14; French and English submissions must use "Times New Roman," size 12, with 1.5 line spacing.
- Full papers must not exceed 15 pages in A4 format, 1.5 line spacing, with standard margins.
- All submissions must comply with the APA, 7th edition (American Psychological Association, 2020) citation style and adhere to the principles of scientific ethics.
- Submissions may be authored individually or by a pair of co-authors.
- Proposals should be submitted to: colloquemethodologie2026@gmail.com

Types of presentations

- Plenary presentations: 20 minutes.
- Workshop presentations: 15 minutes.



CONFERENCE ORGANIZATION

HONORARY PRESIDENTS

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Rector, Abdurrahman Mira University of Bejaia.

Prof. SOUALMIA Abdurrahman
Dean, Faculty of Human and Social Sciences.

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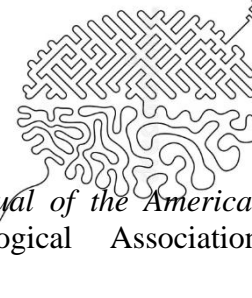


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