

Popular's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research

Abderrahmane Mira University of Bejaia

Faculty of Humanities and Social Sciences



Department of Sciences and Techniques of Physical and Sports Activities STPSA

Call for papers

National hybrid colloque

« A cross look at situated assessment: STPSA as a model »

November 11, 2026

At Faculty of humanities and social sciences
Aboudaou Campus
Bejaia University



Argument:

To evaluate is, as Stufflebeam (1981) states, “to gather information upon which a judgment will be made in order to make decisions.” In this sense, evaluation is considered a formative pedagogical act, fundamental to the teaching and learning process, and consequently supporting the development of a whole range of knowledge and practical skills in situ.

However, some evaluation practices can be a source of tension, stress, and even disagreement. While they can be a powerful driver for promoting and establishing authentic learning, they can also, in the absence of an evaluation culture that takes into account the real context of learning and actions from a constructive and developmental perspective, play a negative role, leading to exclusion, self-censorship, and even failure.

A “fairer and more inclusive classroom assessment” (Charland & Boies, 2024), one that fosters the development of skills and even expertise, is one that, in the words of Yerly&Laveault (2020), “goes beyond grading to support the success of all learners.” By extension, constructive assessment is one that helps learners (pupils or students) become consciously aware of both their weaknesses and strengths. Influenced by new paradigms emerging in educational sciences, it is increasingly oriented toward promoting cognitive and metacognitive skills, thereby facilitating the application of all the knowledge and skills acquired and developed during the learning process.

A supportive, caring, and participatory assessment practice is characterized by its ability to help learners learn during all three phases (proactive, interactive, and retroactive). It places greater emphasis on learning processes and strategies, thereby fostering reflection, self-regulation, and decision-making. Its core value lies in the autonomy and development of learners, regardless of their profiles, needs, and expectations.

This symposium invites specialists, policymakers, university trainers, sports professionals, inspectors and teachers, at different levels of national education, to share their visions, experiences, expertise and perspectives regarding the issue of evaluating learning in university, sports and educational contexts, with the aim of shifting evaluation practices from a logic of control to a logic of learning.



❖ **Axes of the colloque :**

Axis 1: Assessing learning: control or fostering progress?

Axis 2: Designing, developing, and implementing techniques and tools for assessing: what expertise is required?

Axis 3: Innovative assessment practices in the Algerian context: between reality and recommendations!

Axis 4: The assessor: expectations, roles, and skills

Axis 5: Assessment in the digital age: what changes?

Axis 6: Recommendations for constructive and developmental assessment

❖ **Objectives of the colloque :**

1. Conduct a review of assessment practices in the contexts of higher education, sports training, and national education;
2. Define the nature of the objectives of assessment in the Algerian context: knowledge, skills, attitudes, competencies, expertise, etc.;
3. Promote an assessment culture based on sound scientific standards and practices where equity, inclusion, transferability, and creativity are valued;
4. Encourage the sharing of good assessment practices between researchers and practitioners in the field: integrated assessment, self-assessment, peer assessment, competency-based assessment, etc.;
5. Position assessment practices as a strategic lever for fostering authentic and higher-quality learning;
6. Encourage the integration of new technologies in learning assessment;
7. Advocate for the integration of evidence-based data from data science in learning assessment;
8. Provide new avenues for action to better enhance the work of those involved with others (athletes, students, learners, etc.).



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2. Charland, S. & Boies, T. (2024). Repenser l'évaluation des apprentissages en faveur de l'équité. *Apprendre et enseigner aujourd'hui*, 14(1), 38–41. <https://doi.org/10.7202/1114685ar>
3. Béchard, N. (2023). Repenser ses pratiques d'évaluation : dix étapes faciles. *Apprendre et enseigner aujourd'hui*, 13(1), 52–56. <https://doi.org/10.7202/1107544ar>
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5. Caron, J. (2013). Une validation de la forme abrégée de l'Échelle de provisions sociales : l'ÉPS-10 item. *Santé mentale au Québec*, 38(1), 297–318. <https://doi.org/10.7202/1019198ar>
6. Turcotte, Sylvain, Grenier, Johanne, Rivard, Marie-Claude, Beaudoin, Charlotte, Roy, Martin et Goyette, Robert « Besoins de formation continue d'éducateurs physiques et à la santé ». *Nouveaux cahiers de la recherche en éducation* 14, no 2 (2011) : 79–95. <https://doi.org/10.7202/1008913ar>
7. Cabot, I. & Bradette, A. (2022). Processus d'élaboration et de validation de l'échelle de la motivation en éducation physique et à la santé (ÉMÉPS) auprès d'étudiants du postsecondaire. *Mesure et évaluation en éducation*, 45(1), 103–131. <https://doi.org/10.7202/1097154ar>

❖ Direction committee of the colloque:

- **Honorary Presidents of the Colloque**
- Pr. Beniaiche Abdekrim, Rector of the University of Bejaia.
- Pr. Soualmia Abderrahmane, Dean of the Faculty of Humanities and Social Sciences

➤ **President of the colloque :**



- Pr. Idir Abdennour : University of Bejaia
- **President of the scientific committee:**
- Dr.AkacheMokrane:University of Bejaia
- **President of the organizing committee:**
- Dr.BougandouraFares:University of Bejaia
- ❖ **Members of the scientific committee:**

| Full name | | Fonction | Grade | Home institution |
|------------------|------------------------|----------|------------|------------------------------|
| President | Mokrane Akache | Teacher | Lecturer A | University of Bejaia |
| Members | Abdennour Idir | Teacher | Pr | University of Bejaia |
| | Salim Zaabar | Teacher | Pr | University of Bejaia |
| | Mourad Ikiouane | Teacher | Pr | University of Bejaia |
| | Hakim Hariti | Teacher | Pr | University of Algiers 3 |
| | Mohamed Negaz | Teacher | Pr | University of Batna 2 |
| | Fatah Abdelli | Teacher | Pr | University of SoukAhras |
| | Mohamed Arafa | Teacher | Pr | University of Boumerdes |
| | Abdekader Ben Abdellah | Teacher | Pr | University of Djelfa |
| | Abdelghani Allali | Teacher | Pr | University of Oum El Bouaghi |
| | Farid Mouissi | Teacher | Pr | University of Chlef |

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| | Djamal Djennad | Teacher | Pr | Université de Bejaia |
| | Fares Bougandoura | Teacher | Lecturer A | University of Bejaia |
| | Ali Mustafa Hassani | Teacher | Lecturer A | University of Batna 2 |
| | Thinhinane Djerada | Teacher | Lecturer A | University of Bejaia |
| | Farid Chettouh | Teacher | Lecturer A | University of Bejaia |
| | Abderrahmane Hadji | Teacher | Lecturer A | University of Bejaia |
| | Nouara Khaled | Teacher | Lecturer A | University of Bejaia |
| | Souad Haddad | Teacher | Lecturer A | University of Bejaia |
| | Dihya Achat | Teacher | Lecturer B | University of Bejaia |

❖ **Members of the of the organizing committee:**

| | Full name | Fonction | Grade | Home institution |
|------------------|------------------------|-----------------|--------------|-------------------------|
| President | FaresBougandoura | Teacher | Lecturer A | University of Bejaia |
| Members | A. Bachir Benosmane | Teacher | Pr | University of Bejaia |
| | Djamel Djennad | Teacher | Pr | University of Bejaia |

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| | Thinhinane Djerada | Teacher | Lecturer A | University of Bejaia |
| | Dihya Achat | Teacher | Lecturer B | University of Bejaia |
| | Farid Chettouh | Teacher | Lecturer A | Université de Bejaia |
| | Abderrahmane Hadji | Teacher | Lecturer A | University of Bejaia |
| | Nouara Khaled | Teacher | Lecturer A | University of Bejaia |
| | Souad Haddad | Teacher | Lecturer A | University of Bejaia |
| | Brahim Ourabah | Teacher | Teaching assistant A | University of Bejaia |
| | Raik Bouafia | Teacher | Teaching assistant A | University of Bejaia |

❖ **Conditions of participation :**

- Presentations must fall within one of the colloque axis.
- Presentations may be submitted in one of the following languages: Arabic, French, or English.
- The texts of the presentations must be accompanied by two abstracts, one in the language of the text and the other in another language.
- Texts must be submitted as Word files, using Simplified Arabic font, size 16, for Arabic texts and Times New Roman font, size 12, for French or English texts, single-spaced.
- The length of the presentation should be between 10 and 20 pages.
- Presentations must adhere to APA style guidelines, 6th edition.
- Doctoral students may participate only with their supervisors



❖ **Important Dates:**

- Deadline for online submission of abstracts: August 1, 2026
- Notification from the scientific committee: August 15, 2026
- Deadline for submission of full papers: September 15, 2026
- Notification from the scientific committee: September 30, 2026
- Invitation letters sent: October 10, 2026
- Deadline for confirmation of participation: October 15, 2026
- Conference program sent: October 30, 2026

Conference dates: November 11, 2026, **At Faculty of humanities and social sciences**

Aboudaou Campus Bejaia University

○ *For more information, please contact the colloque organizer at the following email address:*

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Phone: 00213/ 0697014576/0549252335/0540211490

To submit your contribution, please click on the following link:

<https://forms.gle/utojXTNumQeUe6is6>



Registration form

| | 1 st participant | 2 nd participant | 3 rd participant |
|---------------------|-----------------------------|-----------------------------|-----------------------------|
| Full name | | | |
| Grade | | | |
| Fonction | | | |
| Affiliation | | | |
| Phone number | | | |
| E-mail | | | |

Axis :

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Title of the communication:

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Abstract:(between 100 et 200 words)

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Key words: (between 3 et 5 words):

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