



Education Values Equity Excellence
تربية قيم إنصاف جودة
Éducation Éthique Équité Excellence

Call for Abstracts

The First Spring University: Education Values and Values Education

May 28 – June 3, 2023

Submission Deadline: March 29, 2023

Notification: April 20, 2023

Organizing Committee: education@aui.ma

Website: www.aui.ma

Conferences, Roundtables, Training Workshops, Recognitions

(May 28 June 3, 2023)

Conference 1: "Education, Innovation, and Sustainability" (May 28, 29 and 30, 2023)

Training Workshops (June 1st, 2023)

Conference 2: "Arabic for Non-Native Speakers: Opportunities for Development and Collaboration" (June 2-3, 2023)

The Spring University: Al Akhawayn University in Ifrane, Morocco



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Partner Institutions

Al Akhawayn University in Ifrane, Morocco.



Conseil de la Communauté des Marocains à l'Étranger.



Ministry of National Education, Preschool, and Sports, Morocco.



International University of Grand-Bassam, Côte d'Ivoire.



Moncton University, Canada.



Queen Margaret University, UK.



Sidi Mohamed Ben Abdellah University in Fez, Morocco.



University of Alberta, Canada.



University of Texas at Tyler, USA.



Western Carolina University, USA.



ICESCO.





Rationale

Education is the instrument by which any sustainable development strategy and a long-term investment in human capital may be achieved. The complexity of problems arising in education are due to the fact that it transcends countries and cultures. It is, therefore, a source of concern for researchers, decision-makers, practitioners, beneficiaries, non-governmental organizations, international bodies, in addition to families.

The topic of education deserves deep contemplative thinking, based on scientific foundations and field experiences. In this context, this Spring University (SU) comes as an opportunity for meeting stakeholders involved in education, exchanging visions, best practices, and experiences, to develop innovative strategies that consider the aspirations of the decision-makers, implementers, and beneficiaries. This will be based on interactive and complementary relationships, multidimensional partnerships, across disciplines, with multiple theoretical backgrounds, approaches, applied procedures, and personal experiences.

While ethics are the first conditions of scientific research, it become at the heart of every educational practice, and indeed its essence. The purpose is to develop a transparent and fair system that allows for an optimal understanding of the nature of the intervention to develop harmony between the foundations of the educational system and its models and goals. The SU comes as a response to questions raised by educational institutions and their actors, within education for citizenship. The purpose is to elevate the individual, the group, and society, so that ethics becomes an expression of the art of coexistence. In this context, "applied ethics" becomes the basis of educational systems. Whether it is related to governance, education, or research, applied ethics directs the educational system's controls, values, concepts, and operating mechanisms, clarifies the limits of responsibilities, and anticipates the implications for individuals and groups. Applied ethics raises issues about realistic problems that have a comprehensive impact, and a general benefit to develop better educational systems and improve them.

As education is the gateway to every individual and social well-being, it is also transversal and multi-dimensional which aims to achieve sustainable development and enable everyone to self-learning throughout life and self-independence. In 2015, the United Nations devoted one important sustainable development goal (SDG 4) to education allowing everyone to make informed decisions that consider the environment, economic efficiency, and social justice, while respecting multiculturalism. The "education for all by 2030" takes into account the empowerment of learners, within the context of the rapid technological transformations, which requires the rehabilitation of the entire educational systems.

In connection with the role of technology in the lives of individuals and its direct impact on the job market, new attitudes began to crystallize in education. The acquisition of specific competencies became necessary to qualify individuals for a new world of work, sharing tasks between man and machine, and rationalizing interaction and work at a distance, whose features were oriented by the Covid-19 pandemic.

In this context, STEM competencies (Science, Technology, Engineering, and Mathematics) have become an urgent requirement to reduce the gap between general knowledge in educational systems and soft skills required in the world of work in the 21st century. Vocational path requirements, especially among young people, have become accredited soft skills that require critical thinking, creativity, cultural qualification, participatory work, and problem-solving. Hence,



additional responsibilities are imposed on the countries along with their growth. If developed countries have engaged in this path and have developed special approaches and innovative solutions to complex problems, these soft skills have become a basis for encouraging new practices and creativity and stimulating the inspiration of young people to innovate new ideas and bring technological solutions.

Acquiring competencies for developing personal projects, based on flexibility, curiosity, and creativity, have enabled learners to face the challenges of the new, changing, and complex world of work. It also generates positive impacts in society through innovation and solutions to complex problems.

Education for Sustainable Development (ESD) empowers learners to take informed decisions and responsible actions for environmental integrity, economic viability, and a just society, for present and future generations, while respecting cultural diversity. It is about lifelong learning and is an integral part of quality education¹.

Thus, it is necessary that education integrates all types of learning through hands-on, project-oriented activities that give a strong connection between what is learned and what is lived, a concept similar to the "life long, life wide, and life deep" idea (Giancarlo Marcone 2023)².

If the new vision of education aims to achieve sustainable development for all, learning difficulties and disorders become obstacles which afflict one-tenth of the world's population, whatever the languages of learning and levels of education, there are many people who suffer from these problems. Therefore, it may seem surprising that we do not talk about these difficulties and disorders enough, and that we do not have the right tools and techniques to monitor them, distinguish between them, and treat them earlier.

Learning disorders are usually characterized by a significant delay in mastering the learning processes compared to what to expect for a child at specific age and capabilities.

Disorders observed cannot be explained by other factors such as: sensory deficits, atypical school course, developmental disorder, environmental and social factors, social or emotional problems; with the persistence of symptoms presence over time and despite the appropriate intervention strategy.

Learning disorders are independent of intelligence or motivation; There are also clues present in the history of the child's development at the motor, cognitive, social, or linguistic levels. Disorders are not born "suddenly", as disturbances are often observed in the child in relation to time and place, the acquisition of some automatisms, in many contexts, the understanding of sequences and the generalization of learning even before joining the school (Fiedorowicz, C et al, 2015).

As for learning difficulties, they are manifested by what a child may suffer from delays and great difficulties in learning, without suffering from learning disorders. The origin of the difficulties in this case is due to the influence of different factors that appear at different levels: Emotional, social, educational, cognitive, and linguistic.

In view of all this, there appears to be an urgent need in various educational and educational contexts to work on addressing these learning challenges of various types: difficulties and disorders, and the role of specialized researchers becomes essential to carry out the correct diagnosis, and to suggest appropriate treatment for each type, considering the privacy of the child, his/her family context, and the interest of the different children around him/her.

1 <https://unesdoc.unesco.org/ark:/48223/pf0000383075?posinSet=1&queryId=b1535bc1-5895-4ee0-9475-5e439f5611aa>

2 Sustainability 2022, 14, 3279. <https://doi.org/10.3390/sul4063279>.

As we progress in research, societies are progressively expecting that research drives and informs expectations and chances in society: be it cultural, economic, social, technological, environmental as well as personal and intellectual well-being. The collective aims, through the SU platform, to engaging various stakeholders within the communities we serve and to build a bridge between research and training that supports and benefits all.

Through community engagement, the SU aims to nurture dialogue with and among key participants (ministry of education, universities, scholars, private and public sector, etc.) in order to improve informed decision-making on programs, training and future directions.

Spring University Mission

The Education Equity Alliance is an international partnership of colleges, universities, research centers, councils, organizations, professional associations advancing education within the contexts of its member institutions. The Alliance fosters a community of leaders, faculty, staff, and students to address the pressing intellectual, social, political, educational, and cultural issues of the highly globalized twenty-first century.

The Alliance fulfills its mission by:

- Strengthening the capacity of our institutions to operate effectively and globally; and,
- Facilitating global course, curricular, co-curricular connections and scholarly activities among our institutions, and the mobility of students, faculty, staff, and leadership within the Alliance network.

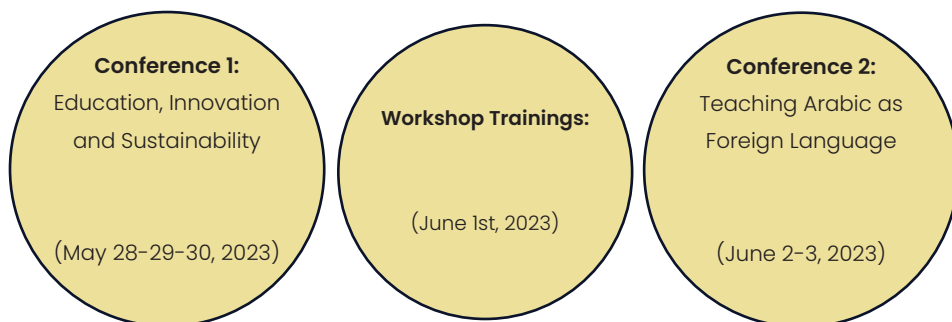


Spring University Objectives

This Spring University seeks to:

- Share state-of-the-art research and studies carried out in various contexts on education and language teaching and learning.
- Promote exchange and dialogue among researchers and practitioners in the field of education, innovation, and sustainability.
- Foster coherence in research, policy, and practice by convening government officials, academics, and practitioners to share effective strategies for improving education.
- Discuss future research projects and potential partnerships and scientific cooperation.
- Provide training opportunities through research projects for students, practitioners, and decision makers.

To achieve these goals, the SU aims to disseminate research outcomes through two conferences and one full-day workshop trainings:



Conference 1: Education, Innovation and Sustainability (May 28-29-30, 2023)

The overarching theme of the conference is **Education, Innovation and Sustainability**. There is no more fitting juncture to renew our resolve to education development than these volatile, uncertain, complex, and ambiguous times. As educators, many of us have directly or indirectly experienced the terrible toll of the health pandemic, insecurity, droughts, and economic uncertainty. Borrowing the mission of educators as transformative intellectuals from Giroux and McLaren (1986), we aspire to walk the talk of the mission by shining the light on the silver lining in innovative research and practices in education development. In this spirit, the conference seeks to engage researchers, experts, and institutions in enriching debates on the following themes:

Themes of the First Conference

Education, Ethics, and Sustainable Development

- Building strong literacy programs.
- Best practices in promoting and assessing literacy.
- Quality of education and international tests of literacy
- Numeracy and literacy at the core of the curriculum (note: the international tests are about reading, sciences, and math)
- Learning difficulties (linguistic and pedagogic) and learning disorders (dyslexia, aphasia, etc.): diagnostic assessment and pedagogical approaches and treatment batteries.
- Education for sustainable development.
- ICT and new and emerging media literacies.
- Ethical and social responsibility in the teaching profession.
- Ethics: governance, teaching, and research.
- Knowledge exchange and dissemination.
- The 21-century learner profile.
- The 21-century educator profile (the issue of professional standards).
- Schools of the second chance and non-formal education programs.

Mother Tongues in Literacy Acquisition

- Mother tongues in literacy acquisition.
- Transitions between home and school languages

STEM in Primary and Secondary Education

- Innovative technologies for STEM education.
- STEM education in 21st century skills' development

School Management

- School capacities in the 21st century.
- Community engagement/citizenship.
- Education and transient populations.

Building effective relationships within learning communities: Learners, teachers, school leadership teams, and parents.

- Modeling a commitment to professional development and to teaching excellence.
- Leading and building a learning community in service of learning.
- Understanding implication of school context to respond to broader social changes.

International Partnerships

- Partnership between universities, research centers, councils, and donors to develop education in MENA region and in Africa.
- Project development and funding.



These themes will be discussed through keynote lectures, oral presentations, posters, and round tables. Specialists, researchers, decision-makers, civil society organizations, and student researchers will contribute to discussing its topics

Conference 2: Arabic for Non-Native Speakers: Opportunities for Development and Collaboration (June 2-3, 2023),

Despite the slight decrease in students enrollment in domestic Arabic programs, due to instability in some Arab countries, many students still study Arabic in the United States as well as in Arab universities and academic institutions in the Middle East. While there has been a long history of collaboration, educators in the field of Teaching Arabic as a Foreign Language (TAFL) have found some considerable differences in the structures, goals, and teaching methodologies between the domestic programs and those abroad. To bridge this gap, the Spring University is organizing a conference that is devoted to understanding the differences, to diagnosing any associated problems and to providing possible solutions. The conference opening address will shed light on the current challenges encountering TAFL and emphasize the need for preparing Arabic learners to better function in an increasingly globalized world. The workshops and panels will provide a platform for researchers and Arabic language practitioners to find creative and innovative ways to improve the Arabic language curriculum. A variety of topics ranging from the teaching of Arabic language skills to the integration of instructional technology into the Arabic classroom will be presented and discussed. The conference will also address pressing pedagogical needs such as the design of effective assessment tools and the use of the vernacular in teaching Arabic to non-native speakers.





Themes of the conference 2:

1. Building Strong Arabic Study Programs.	تأسيس برامج متميزة للغة العربية
2. Assessment Tools in the Field of Teaching Arabic as a Foreign Language.	وسائل التقييم المستخدمة في مجال تدريس اللغة العربية لغير الناطقين بها.
3. Effective Ways of Teaching Arabic Language Skills and Arab Culture.	الطرائق الفعالة لتدريس المهارات اللغوية والثقافة العربية.
4. Teaching Literature and Content Courses in Arabic as a Foreign Language Programs.	تدريس الفنون الأدبية والمساقات المتخصصة في برامج اللغة العربية لغير الناطقين بها.
5. Teaching Arabic to Heritage Learners.	تدريس اللغة العربية للطلاب من ذوي الأصول العربية والإسلامية.
6. ICT and the Arabic Language Development.	التكنولوجيا و تطوير اللغة العربية
7. Challenges to Teaching Arabic in Diaspora.	تحديات تدريس اللغة العربية في المهجر.
8. The Arabic Teacher Profile in the 21st Century.	ملمح أستاذ اللغة العربية في القرن 21.
9.The role of international organizations, institutions, and centers in promoting the Arabic and strengthen its position internationally	دور المنظمات، والمؤسسات والمراكز الدولية في النهوض باللغة العربية وتعزيز مكانتها على الصعيدين الإسلامي والدولي.

**Workshop Trainings (June 1st, 2023)**

All workshop trainings include 8 hours of training, training material, and certificate of attendance.

Education (learning difficulties and disorder, STEM, Teacher profile)

Training workshop	موضوع الورشة	Languages of the workshop لغات الورشات	Beneficiaries المستفيدين
Learning disorder	اضطرابات التعلم	Arabic/French/English عربية، فرنسية وانجليزية	Students / Practitioners /Administrators
Learning disabilities	صعوبات التعلم		
STEM in K-12	العلوم والتكنولوجيا والهندسة والرياضيات في المراحل من الحضانة إلى التعليم الثانوي		
Teacher profile in the 21st Century	ملمح أستاذ وأستاذة القرن الحادي والعشرين		

Arabic for Non-Native Speakers

Training workshop	موضوع الورشة	Language of the workshop لغة الورشات	Beneficiaries المستفيدين
Teaching Arabic to non-native speakers in light of the guidelines of the American Council on the Teaching of Foreign Languages	تدريس اللغة العربية للناطقين بغيرها على ضوء إرشادات المجلس الأمريكي لتعليم اللغات الأجنبية	Arabic عربية	Students/Teachers/ Administrators طلاب، أساتذة، إداريون
Qualifying teachers and developing students' skills in Arabic language programs	تأهيل الأساتذة وتطوير مهارات الطلاب في برامج تعليم اللغة العربية		
Teaching Arabic to Non-Native Speakers: Evaluation Challenges	تعليم اللغة العربية لغير الناطقين بها: تحديات التقييم		
New approaches to teaching Arabic to heirs of the language	المقاربات الجديدة لتدريس العربية لوارثي اللغة		
Teaching Arabic in immersion programs	تعليم اللغة العربية في البرامج الانغماسية		



Languages of the conferences

Presentations may be in Arabic, French or English.

Lecture **slides must be** in Arabic or English.

Abstracts must be in **one** of the conference languages (Arabic, French or English)

Submissions

Abstracts

Participants may choose to present online or in person. Abstracts are to be submitted via the Registration Form:

Conference 1: "Education, Innovation and Sustainability" (**May 28-29-30, 2023,**) Registration Form:

<https://forms.office.com/r/XtRij30vuM>

or

Conference 2: "Arabic for Non-Native Speakers: Opportunities for Development and Collaboration" (**June 2-3, 2023,**)

Registration Form: <http://bit.ly/3fWsCvj>

Participants must submit an abstract which should not exceed 400 words. It should include 5 keywords and 5 selective references maximum (not included in the abstract).

Round Tables

The Scientific Committee will invite representatives from different universities, research centers, governments bodies, and donors to participate in one of the two roundtables about:

1. Education, Innovation, and Sustainability (May 28-29-30, 2023)

2. Community Engagement in Education (May 28-29-30, 2023)

3. Challenges Facing the Field of Teaching Arabic as Foreign Language: Opportunities for Development and Collaboration (June 2-3, 2023)

To express your interest in either roundtables, please send an email to education@aui.ma.

Important dates

• Early bird registration: April 20, 2023

Conference 1: "Education, Innovation and Sustainability" (May 28-29-30, 2023,) Registration Form:

<https://forms.office.com/r/XtRij30vuM>

or

Conference 2: "Arabic for Non-Native Speakers: Opportunities for Development and Collaboration" (June 2-3, 2023,)

Registration Form: <http://bit.ly/3fWsCvj>

• Deadline for abstracts submission: March 29, 2023

• Deadline for response to abstracts: April 20, 2023

• Registration ends on May 20, 2023

• Deadline to submit your PPT presentation: May 28, 2023

• Deadline for submitting all peer reviewed scientific manuscripts: July 15, 2023



- Deadline for submitting final version of the accepted papers: October 15, 2023
- Workshop trainings date: June 1st, 2023 (8 hours training)

Publication and Editor's Notes

The conference organizing committee is responsible for preparing a detailed report on the outcomes of the event and submitting it to the university administration.

The Center, under the supervision of the scientific conference committee, publishes peer reviewed articles in both Arabic and English.

- Word count: 4500 words (references and abstracts are not included)
- Line spacing and paragraph spacing: 1.5
- Font: Times New Roman (size font 16 for Arabic text and size 12 for English)
- Paper size: A4: 21*29.7 cm
- Notes: Endnotes (end of article)
- Citation style: APA
- Final papers must include keywords and a summary in English

The papers should be submitted by May 25, 2022, to education@aui.ma.

Conference Registration and Training Fees

Registration Fees

It includes the conference program, 4 coffee breaks, 1 reception dinner and 1 certificate of attendance:

Beneficiaries	Costs
Students	Nationals: 400 MAD* Early bird registration 500 MAD* Internationals: 800 MAD* Early bird registration 900 MAD
Instructors, researchers, and administrators	Nationals: 1000 MAD* Early bird registration 1200 MAD* Internationals: 2000 MAD* Early bird registration 2200 MAD

* 100 MAD ≈ 10.2 USD and 11.1 EUR.

Training Workshop Fees

All training workshops include 8 hours of training, training material, and certificate of attendance.

Beneficiaries	Costs
Students	Nationals: 750 MAD* Early birds' registration: Internationals: 1000 MAD
Instructors, researchers, and administrators	Nationals: 1200 MAD* Internationals: 2000 MAD

* 100 MAD ≈ 10.2 USD and 11.1 EUR.

Payment Process

Please proceed with payment of the registration fee online through the university portal by clicking on the links (French and English versions). Please specify that payment is for the registration fee for the conference entitled:

1. Education, Innovation and Sustainability” (**May 28–29–30, 2023,**)

Or

2. Arabic for Non-Native Speakers: Opportunities for Development and Collaboration (**June 2–3, 2023,**)

FRENCH link: <https://aui.ma/pform/pay2fr.html>

ENGLISH Link: <https://aui.ma/pform/pay2en.html>

Or you transfer the registration fee to the following account at the Banque Populaire:

Code Bank	Code Location	Account Number	C.RIB
127	420	21211 50814560234	66
CODE AGENCE 4845			
CODE SWIFT: BCPOMAMC			

P.S. Copy of the receipt should be sent to education@aui.ma.

Scientific Committee

Member	Institution
Samira Belyazid	Moncton University, Canada
Mohammed Bensalah	Conseil de la Communauté Marocaine à l'Etranger
Mostafa Bouanani	Sidi Mohamed Ben Abdellah University in Fez, Morocco
Fouad Chafiqi	Ministry of National Education, Preschool, and Sports, Morocco
Abdellah Chekayri	Al Akhawayn University in Ifrane, Morocco)
Hassan Darhmaoui	Al Akhawayn University in Ifrane, Morocco
Mostafa Gamal	Queen Margaret University, UK
Ahmed Legrouri	International University of Grand-Bassam, Côte d'Ivoire
Kouider Mokhtari	University of Texas at Tyler, USA
Samira El Atia	University of Alberta, Canada
Siham Lekchiri	Western Carolina University, USA
Khalid Sendide	Al Akhawayn University in Ifrane, Morocco



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du préscolaire & des sports
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الوزارة المغربية للتعليم العالي والبحث العلمي

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UNIVERSITÉ SIDI MOHAMED BEN ABDELLAH DE FES



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تربية قيم إنصاف جودة
Éducation Éthique Équité Excellence



Spring University

Conferences, Roundtables, Training Workshops, Recognitions

May 28th – June 3d, 2023



✉ Organizing Committee: education@aii.ma

🌐 Website: www.aii.ma

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Notification: April 20, 2023