

University of Sfax
Faculty of Arts and Humanities
Interdisciplinary Research Laboratory in Discourse, Art, Music and Economics
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Call for papers

04-05-06 December 2024

Creativity and Teaching in the Age of Chatbots

With an increasing dependence on cutting-edge technologies and smart gadgets used in our daily lives, we find ourselves forced to engage, whether voluntarily or involuntarily, in this digital revolution. How can we meet the major challenges that are looming on the horizon, and that involve a profound change in our teaching methods and in our academic institutions? How to prepare students for a world that is constantly changing and where modern technology becomes essential for academic success and employability?

At a time when distance communication is becoming commonplace, crucial questions emerge: they concern the evolution of teaching, particularly through platforms such as MOOC (Massive Open Online Courses), videoconference, YouTube tutorial, professional advice/expert on TikTok, Reels on Facebook and many others. Are all teachers able to adapt to new technologies? How do they capitalise on academic achievements to rethink their teaching methods? Are they led to develop new teaching skills? Will they reinvent themselves in the face of the rise of online courses that are increasingly attracting the attention of learners? Are communication problems between teachers and learners due to new curricula or teaching strategies?

Some online courses, such as MOOCs that offer students specific credits and modules at certain universities, have had a major impact on student training. The rise of distance education, whether free or paid, is now competing with face-to-face teaching for certificates in various fields of research, ranging from 'exact' sciences to the humanities. Platforms such as Coursera, Udemy, edX, Khan

Academy, Open University, Harvard Extension School, etc. are increasingly offering these distance learning opportunities.

However, uncertainties persist regarding the notion of presence in distance courses, raising questions on the ethics of the profession, the credibility of the degree as well as on the copyright related to conferences and online courses (cf. study of Thérèse Nobre, « Éducation et droit d'auteur : les obstacles à l'enseignement dans un environnement numérique », *Mondes de l'éducation*, 9 mai 2022, <https://www.ei-ie.org/fr/item/26467:education-et-droit-dauteur-les-obstacles-a-lenseignement-dans-un-environnement-numerique>). In addition, we wonder about the nature of remote monitoring: should we monitor participation in MOOCs via a webcam? Should we use a simple consultation of the content edited by the teacher remotely (slide, text, videos)? Will this approach be sufficient? Finally, how to evaluate distance students? Will they have to answer multiple choice questions programmed progressively by the teacher? If not, should the assessment be carried out only in person through written and oral tests?

Other forms and structures of distance learning meet the needs of students, including reducing travel costs through LMD mobility. The complexity of this generic approach to scientific research raises questions about distance approaches in various fields, such as Arts and Letters. What are the new challenges of creativity and knowledge production in the face of technological assistants such as chatbots? To what extent can the "intelligent" researcher benefit from both human and artificial assistance? Does he have the ability to judiciously combine these two forms of intelligence in order to produce impactful personal work?

Should the fields of Arts and Letters adopt new and intelligent approaches to prepare students for a profession in the labour market or to pursue university studies? Do all forms of cognitive creation and production in Arts and Letters risk a partial or total disappearance in the context of a possible competition with chatbots? Should researchers take responsibility for their choices, overcome the tension between artificial and emotional intelligence, and better manage ethical and legal obstacles?

Should the institution take decisive steps towards the legal and considered use of current technologies in order to promote balanced development in the field of education, like some countries that have legally regulated the use of artificial intelligence (Chat GPT, YouChat, Bing Chat, HuggingChat...) on their networks?

These questions give rise to a serious reflection on the future of professions directly or indirectly related to research and pedagogy using ChatBots.

Areas of reflection

- 1- Technical and technological axis: presentation of different forms of artificial intelligence such as ChatGpt.
- 2- Creativity, artistic and literary production and artificial intelligence.
- 3- Distance learning: Games, issues and ethics (educational session)
- 4- Technological knowledge "intelligent" in the face of academic research.
- 5- Doctoral session on the best bibliographic choices at the time of the Internet and ChatBots.

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Registration :

Participation fees (with 2 nights' accommodation in a 5* hotel in Sousse):

- 250 euros for non-North Africans
- 350 TND dinars for North Africans

Participation fee (without accommodation):

- 100 euros for non-North Africans
- 200 TND dinars for North Africans

The registration fee without accommodation covers coffee breaks, lunch and the conference package (including cultural and artistic activities).

Travel will remain at the expense of the communicators.

Calendar:

July 16, 2024: Receipt of proposals for papers.

August 30, 2024: Notification to authors.

December 4/5 and 6, 2024: symposium

June 2025: publication of the conference proceedings

Responsible:

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