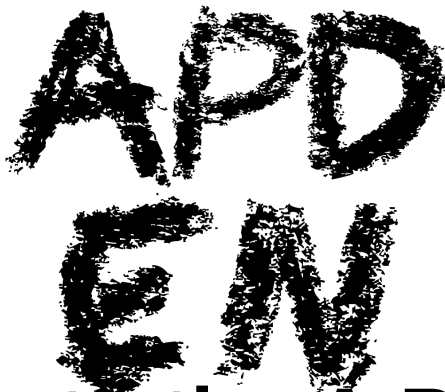


<http://www.apden.org/Welcome-to-the-A-P-D-E-N-s-website.html>



Welcome to the A.P.D.E.N.'s website

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A.P.D.E.N.
National Federation of French professeurs documentalistes

A.P.D.E.N. (ex FADEN) has existed since 1977. As a professional Association, it brings together professeurs documentalistes from secondary schools and higher education. Represented in 25 "Academies", including overseas, it unites a range of academic associations which decide annually on the steering committee. It had a major role in the creation of CAPES (Certificate of Ability for Secondary Education) in 1985.

A.P.D.E.N. (ex FADEN) is a forum for reflection on practice and the evolution of the profession. It organizes, every three years, the national Congress of professeurs documentalistes of Education whose last meeting was held in Nantes in 2013, when it dealt with the question of "digital literacy: new teaching?" (See more on the official website of this professional event: <http://www.apden.org>).

It also publishes twice a year, the professional journal *Recherches* which provides the results on the major issues that concern our work (see more on our online library on www.apden.org).

By the quality of the professional reflection, the Association A.P.D.E.N. (ex FADEN) is a privileged partner of our *Inspection*, both on an academic and national level. Also active internationally, it maintains regular relations with UNESCO and has been a member of IFLA since 1985. A.P.D.E.N. (ex FADEN) is participating in the organization of the IFLA Congress in Lyon in August 2014.

A.P.D.E.N. (ex FADEN) has always promoted the educational aspect of the profession of professeurs documentalistes. The singularity of its position within the framework of National Education stimulates deeper reflection, focused on the student himself, his culture, his knowledge and his place within an ever-changing world.

STRONG AMBITION: TEACHING INFORMATION AND MEDIA MAKES STUDENTS STRONGER

THE TEACHING OF INFORMATION AND MEDIA LITERACIES BECOME AN ABSOLUTE NECESSITY IN OUR INFORMATION-BASED SOCIETY, OVERLAPPING AND OF MANY TYPES OF INFORMATION FROM DIFFERENT SOURCES OF VARIABLE QUALITY.

Within IFLA and since 1985, A.P.D.E.N. (ex FADEN) has been strongly committed to developing information culture among students. For this reason, it has relied on the advantage of the existing CDI (information and documentation centres) in the French secondary system, along with the qualified professeurs documentalistes, who are practising in these structures.

WHAT WE BELIEVE IN:

- From now on, it's a prerequisite to implement and ensure to everyone the knowledge relating to media and information literacies, including digital ones, in order to succeed at school and be better-informed as future citizens.
- In the same way, access to knowledge must become a right in schools, from kindergarten to university. It should cover access to the Internet and access to learning resources at a registered cost.
- The French CDI should benefit of a special organization that meets educational needs and enhance the information culture defined in junior and senior high schools.
- Educational innovators, professeurs documentalistes are able to ensure all students with the teaching of information-documentation and documentary mediators, thus participating in the expansion of the information culture.

OUR ACTIONS MAINLY CONSIST IN:

- Identifying and formalizing the knowledge related to information and media fields, for inclusion in curricula, as well as in information, media and digital literacies of young people, in order to nurture an information culture focused on reflexive and operational body of facts, learned by studies in experience.
- Bringing our expertise to institutional partners, strengthening the fruitful interaction between professeurs documentalistes, researchers and practitioners from all fields of librarianship.
- Asserting the richness and singularity of the profession of professeurs documentalistes and spreading the knowledge on the CDI, both as a institutional space, giving the opportunity to set up one's knowledge, along with the clever discovery of one's informative abilities.
- Allowing professeurs documentalistes to turn their tasks priority, so that they can make sure all students receive an information culture transferable to all further curriculum-based activities.

FOLLOW US ON THE WEB

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MANIFESTO

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2012 A.P.D.E.N. MANIFESTO
Teaching information-documentation and information culture

Our connections to knowledge, to others and to the world have been disrupted by digital information technologies in a way that cannot be reversed or predicted. This new informational paradigm smashes over numerous fields - economic, scientific, political or educational - of our societies. Thus, it deeply affects our cultural landmarks and practices. UNESCO considers the informational skill as essential for the 21st century human being. Since France subscribes to these international issues, the French government would definitely benefit from including this skill in the educational system in an explicit and formal way.

Today, the ability to access and use information is essential to play a role in this knowledge-based society. However, this ability cannot be reduced to a mere procedure. It must be inserted into genuine knowledge about the situation and function of documents, information and communication, which would lead to an informative acculturation favouring the social, cultural and professional integration of individuals. The present adaptive approach to the development of living information ability must be continued by a more rational and better-organized approach which would focus on reflexive and operational knowledge based on in-depth study and review. The objectives of students information culture are numerous: building knowledge to enable students to understand information occurrences; developing an enlightened understanding of the stakes and mechanisms of the information and communication industries; and enabling students to develop a critical approach to the endless technological innovations and the "documentarisation" of human beings when personal data are being used. Eventually, ethical and responsible attitudes regarding the use of information should be developed.

Henceforth, how can we be satisfied with what our educational system is offering? Concerning institutional documents, prescriptions about knowledge and abilities in library and information science can be found in the secondary school and its basic program, and in a looser way, in the syllabuses of various subjects. Is it indeed possible to talk here about transmitting information culture? In practice, it is rather fragmented training, led in a sporadic and random way. Thus, cultural disparities are increasing, instead of being reduced. The working conditions of the French Librarian school teachers are getting less and less favourable to the training of the students, although the CAPES [2] has legitimized their teaching and educational mission since 1989. A.P.D.E.N. (ex FADEN), the National Federation of French Librarian school teachers, thus exposes the lack of a genuine institutional frame to structure this field of teaching, and the lack of recognition of the didactic framework necessary to address real school knowledge concerning the subject of information and documentation. FADEN also complains that Librarian school teachers do not get the recognition they fully deserve regarding their educational expertise.

A.P.D.E.N. (ex FADEN) consequently calls for the recognition and the formalization of the educational contents specific to Librarian school teachers that is to say the information and documentation subject: contents they have to teach using the Information and Documentation Centres (CDI) which are didactic resource places they have to manage, as well as the online information resources that can be used to enable students to build an information culture.