

6.0 credits

45.0 h

Teacher(s) :	Charlier Jean-Emile ; Cattonar Branka ;
Language :	Français
Place of the course	Louvain-la-Neuve
Main themes :	The analysis relates to the links between the macrosocial level (debates on the aims of training and education, social groups and their educational practice ; networks and mainstays etc.), the mesosocial level (institutions, sections, classes and hierarchy, practical organization of teaching and training) and the microsocial level (relationships that players develop in training and teaching and their effects on performance). .
Aims :	<p>The course should enable students</p> <ul style="list-style-type: none"> <li>- to analyze the links between cultural and economic inequalities;</li> <li>- to assess the micro- and macro-sociological effects of actions and policies in teaching and training both in institutions and associations;</li> <li>- to understand the external determining factors which apply to teaching and training systems;</li> <li>- to understand the behaviour of players within the education system;</li> <li>- to distinguish between and link critical analysis and an axiological approach.</li> </ul> <p><i>The contribution of this Teaching Unit to the development and command of the skills and learning outcomes of the programme(s) can be accessed at the end of this sheet, in the section entitled "Programmes/courses offering this Teaching Unit".</i></p>
Content :	<p>The central aim of the course, to enable students to analyze the system of teaching and training at the present time, can only be achieved if they have both theoretical points of reference and factual information on the system. The course is therefore designed to provide the theoretical points of reference based on the analysis of real situations aimed at helping students understand the special way in which our education and training system is constructed.</p> <p>One of the key issues today is understanding how external factors can shape national, community or regional policies and to identify their effects on daily practice in all the relevant institutions and organizations. Similarly, it is important to understand how single interests are able to dominate and drive these policies. The sessions on theory, together with case analysis, form the framework of this course, which is designed to highlight the way in which these influences work between the different levels.</p> <p>A further issue is understanding the relationship between knowledge and the training of individuals with regard to their path and position in social relationships, their culture and experience.</p> <p>A third issue is analyzing the relationship between the rules and distance between roles in the framework of the interaction between players in educational institutions.</p>
Other infos :	<p>Developing a teaching strategy adapted to adults includes the link between theory and practice, work in sub-groups, training assessment and group and individual work on the appropriateness of material.</p> <p>Illustrations from different fields of adult education and training: continuing education, special education, schools, lifelong learning etc.</p>
Cycle and year of study :	<p><a href="#">&gt; Bachelor in Psychology and Education: General</a></p> <p><a href="#">&gt; Bachelor in Information and Communication</a></p> <p><a href="#">&gt; Bachelor in Philosophy</a></p> <p><a href="#">&gt; Bachelor in Economics and Management</a></p> <p><a href="#">&gt; Bachelor in Motor skills : General</a></p> <p><a href="#">&gt; Bachelor in Human and Social Sciences</a></p> <p><a href="#">&gt; Bachelor in Sociology and Anthropology</a></p> <p><a href="#">&gt; Bachelor in Political Sciences: General</a></p> <p><a href="#">&gt; Bachelor in Mathematics</a></p> <p><a href="#">&gt; Bachelor in Biomedicine</a></p> <p><a href="#">&gt; Bachelor in Pharmacy</a></p> <p><a href="#">&gt; Bachelor in Religious Studies</a></p> <p><a href="#">&gt; Preparatory year for Master in Education</a></p>
Faculty or entity in charge:	EDEF