

5.0 credits	30.0 h + 15.0 h
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Teacher(s) :	Seynhaeve Isabel ; Day James ;
Language :	Français
Place of the course	Louvain-la-Neuve
Main themes :	Concepts and research methods from different theoretical perspectives : the cognitivo-developmental theory, the approach inspired by Vygotski, information processing, development psychology throughout life.
Aims :	<p>- to familiarize students with the complexity of the psychological approach to human development: change and continuity, types of explanatory factors and how they interact with, complement or diverge from</p> <p>a) the main classic theoretical systems</p> <p>b) the data from empirical research, especially that done recently and</p> <p>c) real-life situations</p> <p>- to develop a sharply critical approach</p> <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 course combines two axes : cross-disciplinary (all changes by age) and thematic (development by area throughout life). Following a brief methodological introduction, the course presents first an introduction to the main theories of development: psychoanalytical theories (Freud, Erikson), cognitive development theory (Piaget), human theories and social learning theories (Bandura). The course then goes on to examine, through research, various issues in development, especially cognitive development (reasoning, memory, intelligence), relational and social development (infant and adult attachment, sexuality, friendship, play), moral and personality development (concept of self, identity, prosocial behaviour, moral judgment) as well as development factors in particular challenges of adult life: work-unemployment, family-parentality, attitudes to death. There is special emphasis on considering</p> <p>1) interaction and autonomy between the different facets and</p> <p>2) the importance of socio-historical factors in understanding human development and the diversity of progression.</p>
Other infos :	<p>Assessment Individual or group work on a specific topic in human development.</p> <p>Aids Bee, H. (1997). Psychologie du développement : Les âges de la vie. Bruxelles : De Boeck Université.</p> <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>&gt; <a href="#">Bachelor in Psychology and Education: General</a></p> <p>&gt; <a href="#">Bachelor in Information and Communication</a></p> <p>&gt; <a href="#">Bachelor in Philosophy</a></p> <p>&gt; <a href="#">Bachelor in Economics and Management</a></p> <p>&gt; <a href="#">Bachelor in Motor skills : General</a></p> <p>&gt; <a href="#">Bachelor in Human and Social Sciences</a></p> <p>&gt; <a href="#">Bachelor in Sociology and Anthropology</a></p> <p>&gt; <a href="#">Bachelor in Political Sciences: General</a></p> <p>&gt; <a href="#">Bachelor in Mathematics</a></p> <p>&gt; <a href="#">Bachelor in Biomedicine</a></p> <p>&gt; <a href="#">Bachelor in Pharmacy</a></p> <p>&gt; <a href="#">Bachelor in Religious Studies</a></p> <p>&gt; <a href="#">Preparatory year for Master in Education</a></p>
Faculty or entity in charge:	EDEF