

4.0 credits

30.0 h

Teacher(s) :	Van Nieuwenhoven Catherine ; Lucchini Silvia ;
Language :	Français
Place of the course	Louvain-la-Neuve
Main themes :	The course is designed to provide understanding of the special features of learning processes in a school environment and to appreciate the neuro-psychological and cognitive factors which can affect them. The main models for learning how to read and do mathematics are analysed in relation to the models on school motivation and the underlying emotional processes. These models and the case studies will help students to understand the differences which exist within a class and the context in which specific learning problems can arise in some pupils.
Aims :	By the end of this course, students will be capable, as educational psychologists, of playing an active role in the training of future teachers in the primary and secondary sectors in the area of learning difficulties, both at the level of school subjects and the overall development of children and adolescents. In this way, students will be able to refer to the relevant theoretical model, to choose an appropriate method for collecting data, to analyse the results and, on this basis, to select the appropriate intervention strategy. <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>
Content :	Development of a teaching strategy adapted to adults including the link between theory and practice, work in groups, training assessment and work on using material in practice. The training and assessment methods used must reflect the principles students have been taught.  Understanding learning difficulties in the school environment is done through - an analysis of learning processes in the class situation (didactic relationship, didactic transposition etc.); - a study of the impact of the underlying neuro-psychological and cognitive factors on learning (memory, attention-concentration etc.); - an analysis of the main methods of learning how to read, to do mathematics and acquiring cross-disciplinary skills such as problem resolution, together with models involving emotional and social development in children and adolescents. These different models and the analysis of the steps that pupils take enable students to understand the source of the difficulties, to draw up profiles of children with learning difficulties and to recommend the psychological measures to take for specific difficulties. This could include : problems in general learning processes (reasoning, transfer etc.), dyslexia, dyscalculia, intellectual problems etc.
Other infos :	Development of a teaching strategy adapted to adults including the link between theory and practice, work in groups, training assessment and work on using material in practice. The training and assessment methods used must reflect the principles students have been taught.
Cycle and year of study :	> <a href="#">Master [120] in Education (shift schedule)</a>
Faculty or entity in charge:	EDEF