

4.0 credits

30.0 h

Teacher(s) :	Grootaers Dominique ; Zelis Guy ;
Language :	Français
Place of the course	Louvain-la-Neuve
Main themes :	The course offers : - an introduction to the development of education (in the widest sense of the term) - a broad historical perspective, taking full account of * the different temporalities which can be identified in the field of education * the continuities and the discontinuities which are discernible and * the factors which account for them * an examination of the status of historical knowledge and methods of acquisition.
Aims :	By the end of this course, students should be capable of : - first, distancing themselves from their practice and from situations they may be faced with as a future professional in education - second, to place them in a developing context by highlighting the continuities and the discontinuities - finally, to define the factors which can account for these (dis)continuities.  <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 :	From a content perspective and in addition to the need to be familiar with general history, particularly in terms of the changes from the 16th to the 21st centuries, it is preferable to cover all the different areas of the education process, from informal education within a family unit or from peers, to the radical formalization of all sectors of education at the end of the 20th century, as well as dealing particularly with ways of organizing young people and methods of vocational training.
Other infos :	There is an integrated approach to assessment which requires the analysis of a problematic education or training situation where students are personally involved. As far as skills and resources are concerned, links with the Department of History may be formalized by contract to ensure investment over the medium term. 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. Illustrations from different fields of adult education and training: continuing education, special education, schools, lifelong learning etc.
Cycle and year of study :	<a href="#">&gt; Preparatory year for Master in Education</a> <a href="#">&gt; Bachelor in Information and Communication</a> <a href="#">&gt; Bachelor in Philosophy</a> <a href="#">&gt; Bachelor in Pharmacy</a> <a href="#">&gt; Bachelor in Psychology and Education: General</a> <a href="#">&gt; Bachelor in Economics and Management</a> <a href="#">&gt; Bachelor in Motor skills : General</a> <a href="#">&gt; Bachelor in Human and Social Sciences</a> <a href="#">&gt; Bachelor in Sociology and Anthropology</a> <a href="#">&gt; Bachelor in Political Sciences: General</a> <a href="#">&gt; Bachelor in Mathematics</a> <a href="#">&gt; Bachelor in Biomedicine</a> <a href="#">&gt; Bachelor in Religious Studies</a>
Faculty or entity in charge:	EDEF