

5.0 credits	22.5 h	2q
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Teacher(s) :	Peraya Daniel ;
Language :	Français
Place of the course	Louvain-la-Neuve
Main themes :	<p>The course aims to:</p> <ol style="list-style-type: none"> 1. give students a theoretical and methodological framework that addresses the wide range of discourses of mediatised communication used in the field of total or part distance-learning; 2. introduce analytical tools to evaluate the relevance of mediatised communications and training discourses in the light of pedagogical constraints and of those relating to education systems; 3. introduce students to the real practice of distance-learning technology.
Aims :	<p>The students will acquire a theoretical and methodological framework in order to be able to include/understand and analyze the practices of mediatised communication used in the training area entirely or partially remotely. They will be able to evaluate the relevance of such practices according to the teaching constraints and those of a given educational context. They will acquire basic competences with collaborative work remotely.</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 will address:</p> <ol style="list-style-type: none"> 1. from a theoretical point of view: concepts of mediatised educational communication, of mediation and mediatisation, and of educational media discourses, including a longitudinal approach to relationships between the field of education science and communication. The basis of distance-learning compared with media discourses and the way they develop: links with virtual campuses and Web-based learning environments; 2. from the point of view of discourses and practices: various discourses of mediatised training and communication (learning activities, the tools of synchronous and asynchronous communication, and collaboration tools). The methodological principles of selecting, using and evaluating the various discourses presented; 3. from the research point of view: forms of semio-cognitive representations in electronic publications in the #Webatture -; 4. from a technological point of view: skilled use of the communications tools needed for education and distance-teaching activities.
Other infos :	<p>Technological Course requirements: A command of navigation, mailbox and document transfer software. Conceptual Course requirements: Semio-pragmatic theories.</p> <p>Assessment: Students will be assessed on the basis of individual or group work presented in the form of a website.</p> <p>Supervision: An Assistant for the supervision and monitoring of student -s work. A classroom with Internet connections and large-screen projection. An IT room equipped with the software needed for distance-learning (mainly NetMeeting and a QuickCam camera).</p>
Cycle and year of study :	<p>> Master [120] in Information and Communication Science and Technology</p> <p>> Master [120] in Information and Communication</p> <p>> Master [120] in Information and Communication</p> <p>> Master [60] in Information and Communication</p>
Faculty or entity in charge:	COMU