# LBRPP2204

*2015-2016*

# Special questions in plant protection

| 3.0 credits | 30.0 h | 1 + 2q |
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| Teacher(s) : | Legrève Anne ; Bragard Claude (coordinator) ; |
| Language : | Français |
| Place of the course | Louvain-la-Neuve |
| Inline resources: | iCampus: PowerPoint files |
| Prerequisites : | LBIRA2106<br>*The prerequisite(s) for this Teaching Unit (Unité d'enseignement – UE) for the programmes/courses that offer this Teaching Unit are specified at the end of this sheet.* |
| Main themes : | Thematic approach of current topics in plant defense |
| Aims : | a. Contribution of the activity to the LO (LO from the program)<br>1.1 to 1.5 ; 2.1 to 2.5; 3.1 to 3.9 ; 4.1 to 4.7 ;5.1 to 5.9, 6.1 to 6.9 ; 7.1 to 7.5 ; 8.1 to 8.6<br>b. LO from the program specific to this activity<br>At the term of the activity, the student will be ready to operate in all the different domains and disciplines linked with plant health. He will be able also to:<br>- develop competence in producing a synthetic review in areas regarding plant health;<br>- propose a constructed and argument-supported position on specific theme in plant health ;<br>- be able to defend such a position in a debate on the topic;<br>Additionally, the lecture aims at developing a capacity in speaking and presenting results in public.<br>*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".* |
| Evaluation methods : | Students are evaluated on their active participation to the lecture, and based on a oral discussion where the student is asked to summarize and defend his view over current plant defense topics |
| Teaching methods : | Participatory approaches leading to an active implication of the students, comprising also the autonomous organisation of parts of the lecture including the trip abroad. This approach requires an active presence of the students which have to learn how to become an active plant pathologist. When possible, language training is also part of the competences addressed through the lecture. |
| Content : | This lecture is organised to allow the students to understand how the communication in plant defense is organised, on one hand in the scientific field as well as for extension purposes. The students are invited to participate to seminars, colloquium and symposium on plant pathology, as well as to express themselves on different plant pathology-related topics. They are trained to participate actively to meetings, use their knowledge to understand the speakers and ask questions. They are also invited to present a seminar on a topic of their choice. Finally, part of the lecture is a trip abroad to organize an in-depth meeting of the students within the plant pathology field, to meet professionals, researchers and farmers active within the discipline. The idea of this trip is to trigger the interest of the students, his motivation as well as his critical thinking, within a stimulating yet different country-based approach. |
| Bibliography : | Files on iCampus. Numerous references available at the Plant Pathology Laboratory Library. Systematic use of plant pests and diseases images. The UCL libellule library system is used frequently. |
| Faculty or entity in charge: | AGRO |

## Programmes / formations proposant cette unité d'enseignement (UE)

| Intitulé du programme | Sigle | Credits | Prerequis | Acquis d'apprentissage |
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| Master [120] in Agricultural Bioengineering | BIRA2M | 3 | LBIRA2106 | |