


2.0 credits	22.5 h	1q
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Teacher(s) :	Steyns Pascale (coordinator) ; Day James ;
Language :	Français
Place of the course	Louvain-la-Neuve
Prerequisites :	Activité d'intégration professionnelle.
Main themes :	<p>" To understand the adolescent in school situation, to manage the interpersonal relationship and to animate the class group"</p> <p>Main themes</p> <ul style="list-style-type: none"> <li>o School : an institution, a place to live, analysis of a complex situation.</li> <li>o The adolescence : cultural phenomenon and psychic process.</li> <li>o The adolescent faced with school : expectations, attitudes and representation.</li> <li>o The stakes in the relationship teacher-student: how to place oneself in the relation teacher-student? How to reconcile both roles of educating and teaching?</li> <li>o The connection of the adolescent with school authority: how to set up a true authority?</li> <li>o Demotivation and violence in secondary schools : fantasy or reality?</li> <li>o School and mental health : depression, drug addiction, deviant practises,#</li> </ul> <p>Methods</p> <ul style="list-style-type: none"> <li>o A particular care will be given to the coherence between the teaching methods used in the lecture and the concepts and tools which are developed.</li> <li>o Active procedures : learning by resolving problems, analysis of material, tools and practical cases (some may be presented by witnesses or videograms), discussion or debates.</li> <li>o In subgroup working time the active methodology (practical exercises, situation scenario) will try to introduce the conceptual contributions starting from the students experience in the school field and through interpersonal and group relationships experienced during the seminar.</li> </ul> <p>Models meant to understand interpersonal and group situations will be introduced by the use of analysis grids developed through psycho-sociological approaches of communication (systemic, transactional, behavioural analysis)</p>
Aims :	<p>The lecture will be organised in complementary parts.</p> <p>In a first part the future teachers will be brought to get used with concepts and intervention tools in order to analyse and to build a relevant teacher-student relationship in the specific cultural context of today which is the obligation to provide an education for adolescents.</p> <p>In the second part the future teachers will be brought to work in subgroups</p> <ol style="list-style-type: none"> <li>1.To question and to understand the components of interpersonal relation and the group functioning in the context of teaching and training</li> <li>2.To prepare and to carry out some devices liable to favour the relations inside the class and to manage eventual dysfunctioning.</li> <li>3.To teach how to deal with critical situations (conflicts, passivity, violence) to which a teacher could be confronted.</li> </ol> <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>
Faculty or entity in charge:	EDEF

<b>Programmes / formations proposant cette unité d'enseignement (UE)</b>				
Intitulé du programme	Sigle	Credits	Prerequis	Acquis d'apprentissage
Master [120] in Motor Skills: Physical Education	EDPH2M	2	-	
Teacher Training Certificate (upper secondary education) - Physical Education	EDPH2A	2	-	