


3 credits

60.0 h

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| Teacher(s) | Ghysselinckx Anne ;Papadimitriou Pascalia ; |
| Language : | French |
| Place of the course | Louvain-la-Neuve |
| Main themes | - to develop teaching sequences (in psychology and education) which enable secondary school pupils to build significant knowledge, to develop skills and to logically explain their choices. and to develop competences (and to argue the choices) - to analyse the content of programmes in the field of "personal service" to adapt the practice of teaching to the target objectives - to approach and become better acquainted with users of secondary education (general, technical and professional) - to analyse critically teaching programmes in psychology and education ; to explain what can give meaning to the topics being studied and raise the underlying epistemological questions. tackled and what are the underlying epistemological questions - to learn and use basic educational concepts, models and theories for describing a teaching project and to make its foundations clear - to consider the social, ethical and individual issues raised by practices in teaching - to define the many different roles of a psychology teacher (teacher, adviser, mentor etc.) and to analyse the tensions between these roles Active methods, linked with other activities for teacher training (placements, seminars, general training classes), are used throughout the course. |
| Aims | <p>- drawing on knowledge of human and social sciences, to design well-chosen teaching activities for psychology and education, assess and adjust them (competences 10, 1 and 5 of the official standards)</p> <p>- to plan learning situations, in a reflective and coherent way, to assess them and to design methods for checking them (competence 12 of the official standards) - to analyse programmes and the content of coaching documents (competence 3 of the official standards) - to explain the epistemological bases of the material covered and personal conceptions of psychology and education (competences 4 and 11 of the official standards)</p> <p>-----</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 | - Special features of teaching psychology to young people between 15 and 18 (higher secondary education) and young adults (short courses in higher education) from the perspective of both content and method - Various different kinds of students and the role of psychological information in their training programme - Knowledge of programmes available, with reference to practical situations (locations for teaching practice) - Analysis of various different means and techniques in teaching and the impact of their use - Students encouraged to discuss objectives, methods, contents and assessment methods in an individual psychology assignment Method - Activities allow students to develop the above mentioned skills - Emphasis on practical preparation of lessons and teaching modules in psychology - Practical work also helps to develop attitudes. |
| Other infos | This course is spread over two four-month periods. It must be taken during the first year of the PSP2A programme. Before the second four-month period, students are required to have completed at least their first teaching practice. (This is a prerequisite for the second part of the course). The final evaluation will be on the analysis of a teaching sequence from the training which relates to the concepts, models and theories covered during the course. |
| Faculty or entity in charge | PSP |

| Programmes containing this learning unit (UE) | | | | |
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| Program title | Acronym | Credits | Prerequisite | Aims |
| Teacher Training Certificate (upper secondary education) - Psychology and Education | PSP2A | 3 | |  |