

In view of the health context linked to the spread of the coronavirus, the methods of organisation and evaluation of the learning units could be adapted in different situations; these possible new methods have been - or will be - communicated by the teachers to the students.

4 credits	30.0 h	Q2
-----------	--------	----

Teacher(s)	Pesenti Mauro ;
Language :	French
Place of the course	Louvain-la-Neuve
Aims	<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>
Evaluation methods	<p>Due to the COVID-19 crisis, the information in this section is particularly likely to change.</p> <p>The assessment is made by a written exam including:</p> <ul style="list-style-type: none"> • multiple choice questions and/or true-false questions; • questions of definition of main terms/concepts; • open questions of restitution and reflection (e.g., draw a diagnosis based on a clinical case). <p>Students are notified early in the course of the assessment methods, including the fact that some questions require to integrate the content of various chapters; they are recalled at the end of the semester. Some examples of possible questions are presented in class and available on Moodle.</p> <p>The course is not subject to ongoing evaluation.</p>
Content	The course presents the main concepts of the field of numerical cognition, showing the contribution and complementarity of various types of data (behavioural, brain imaging and lesion data), in animals, children and healthy and brain-injured adults. The most important functional architectures are presented on the basis of classical empirical studies from the scientific literature and clinical case studies. The course also develops the notion of acquired acalculia in adults. It shows the variety of acalculic disorders following brain injury, and addresses the issues of diagnosis, assessment and rehabilitation of these disorders, detailing the guidelines of a standard examination and rehabilitation.
Bibliography	<p>Le support du cours est constitué:</p> <ul style="list-style-type: none"> • des diapositives présentées au cours, disponibles sur Moodle; • de chapitres de synthèse issus d'ouvrages en français et en anglais. Chaque chapitre est accompagné d'une liste de références comprenant (i) l'ensemble des travaux explicitement cités au cours, (ii) des lectures recommandées, et (iii) lorsque cela est possible, quelques sites Web permettant aux étudiants d'approfondir leurs connaissances de manière interactive. <p>Des ouvrages de référence de base sont présents en bibliothèque de Psychologie; les ouvrages suivants sont recommandés:</p> <ul style="list-style-type: none"> • Butterworth, B. (1999). The mathematical brain. London: Macmillan • Campbell, J.I.D. (Eds.) (2005). Handbook of mathematical cognition. New York: Psychology Press. • Dehaene, S. (1997, 2010). La bosse des maths. Paris: Odile Jacob. • Noel, M-P. (Ed.), (2005). La dyscalculie. Trouble du développement numérique chez l'enfant. Marseille: Solal. • Pesenti, M., & Seron, X. (Eds.), (2004). La cognition numérique. Paris: Hermes Science Publications. • Pesenti, M., & Seron, X. (Eds.), (2000). Neuropsychologie des troubles du calcul et du traitement des nombres. Marseille: Solal.
Faculty or entity in charge	ELOG

Programmes containing this learning unit (UE)				
Program title	Acronym	Credits	Prerequisite	Aims
Master [120] in Speech and Language Therapy	LOGO2M	4		