

3.00 credits

60.0 h

Teacher(s)	Alsamour Marie ;Moncarey Coryse (compensates Van Nieuwenhoven Catherine) ;Van Nieuwenhoven Catherine ;
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.
Learning outcomes	At the end of this learning unit, the student is able to : <ul style="list-style-type: none"> - 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) - 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)
Evaluation methods	The final evaluation will consist of 2 parts. The first part will focus on an oral presentation of learning outcomes, during the last session of the course. The second part will focus on a final integrated work (T.I.F.) whose instructions will have been presented from the first lessons. This work will make reference to the concepts, models and theories presented during the sessions and may also integrate other contributions from the training. It will be presented orally at the end of Q2.
Teaching methods	The teaching methods will vary between lectures, interactive activities and meetings with expert guests, with the constant concern to make the students actors of their training.
Content	- Special features of teaching psychology and pedagogy 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 et pedagogic 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.
Bibliography	Les étudiants trouveront sur le Moodle-UCL du cours LPSP2321 Didactique des sciences psychologiques et de l'éducation (https://moodleucl.uclouvain.be/course/view.php?id=10059) les références (articles, videos, références bibliogr.) proposées lors des séances de cours.
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).
Faculty or entity in charge	PSP

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